Basic Reading and Comprehension

Course Description
READ 0399 is a reading course to improve reading and vocabulary skills. The emphasis is on developing vocabulary and reading comprehension skills (needed to pass the THEA test).

Course/Learning Objectives
The course objective is for participants to become strategic readers and learners. We will also learn about the conventions and demands of textual genres associated with different disciplines and to explore preparations for completing assignments for other courses. Participants will develop word consciousness and expand vocabulary and to become more reflective regarding their own strengths and weaknesses as students.

Major Course Requirements
Read 0399 is conducted in a structured classroom environment where students will participate in lectures, discussions, group activities, question/answer sessions and practice with reading and vocabulary selections.

- Weekly Vocabulary/Vocabulary Exams
- Readings/Reading Comprehension Quizzes
- Class/Homework Assignments
- Writing Assignments/Reflective Journals
- Midterm and Final Exams
- Course Project
- Class Participation
*All details will be given in class and/or Blackboard.

Required or Recommended Readings

Textbook/Required Text:
**Recommended or Supplemental Reading:**
Dictionary/Thesaurus (hardcopy or online)

**List of Supplies**
Index cards
3-ring binder with dividers

**Course Policies**

*Attendance/tardiness*
Students are expected to attend each class. Punctuality is expected. Students are responsible for attending each class on time and staying until class is over. **Class attendance is mandatory** and absences will impact your course grade. **After the SECOND absence, your grade will be lowered one letter grade for each additional absence.** It is your responsibility to collect any missed handouts. I do not make repeat performances. If you are absent, ask a classmate for their notes.

**Late work and Make-up Exams**
Assignments are due on the date required. No late work will be accepted. I will accept assignments early. Arriving to class late will result in the assignment being late and communicating an excuse for a late assignment does not constitute a waiver of the deadline. *Please do not use class time to discuss your personal grade. Your grade is a private discussion between you and me. You are to schedule an appointment during office hours if you have any questions.* All work is due at the beginning of class. Also, there are no make-up exams.

**Extra Credit**
PROFESSIONAL MEMBERSHIP
Student Reading Council: Join, pay membership, and attend meetings for the semester and participate; Attending each meeting in full nets 5 bonus points.
$10.00 annual membership.

**Cell Phone/Electronic Device Usage**
Cell phones, text messaging, and checking your cell phone, email, and text messages or any other form of social networking which do not support course instruction during class are all **strictly prohibited.** Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential emergency, then prior notification of such possibility must be made known to me **before** the start of class and phone set on vibrate.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to
penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a penalty or penalties as stated in the TAMUCC Undergraduate Handbook, page 40, which includes:

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

NOTE: If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Friday, November 2, 2012** is the last day to drop a class with an automatic grade of “W” this term.

http://owl.english.purdue.edu/owl/resource/560/01/

Classroom/professional behavior

1. All chapter assignments should be read prior to class.  
A student who has to be reminded/cautioned for demonstrating lack of attentiveness and respect for student presentations will be penalized 10 points on his/her presentation.

2. The instructor reserves the right to add, delete, and/or reorder assignments with ample notification to students. Students will be expected to comply with changes as directed.
3. All A&M-Corpus Christi students are assigned an Islander e-mail address. The new Islander e-mail address will be the official manner in which the University and I will communicate with students. Always include “READ 0399” in the subject when contacting me.

PLEASE NOTE: Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to my requirements if the situation arises.

- **Respect-**
  - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
  - When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.
  - Show courtesy and listen when others speak.

- **Comfort-**
  - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
  - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
  - No question is unintelligent! We all learn at different paces and by asking questions.

- **Honesty-**
  - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
  - All work you submit must be your own. If you use someone’s words or work other than your own please use the appropriate citation (APA). ----- even if found on the Internet.
  - World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
  - Academic Honesty Statement: Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

**NOTE:**
Athletes should submit work before either leaving on a road trip or IMMEDIATELY following the trip. (Example: If you miss class on Tuesday, you will not be excused from the
exam or quiz given the following class day and must also make up any quizzes given on the day you were absent.)

Please feel free to e-mail me and I will respond promptly to any concerns you may have in a timely manner. While my phone extension is available, you can always check Blackboard via the TAMUCC website that is used in class and to go over anything covered in class. Always feel free to visit me in my office, and if office hours are inconvenient, we can make an appointment.

My goal is to help you do well and achieve your goals in the classroom, but you must realize it is up to you, as the semester is what you make of it. How you decide to handle the challenge is completely up to you.

Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
Evaluation and Grading Scale

Grades will be determined according to the following:

- 50 points  Class Attendance
- 50 points  Class Participation
- 100 points  Vocabulary Assignments/Quizzes
- 100 points  Assignments and Writing
- 50 points  Mid-Term
- 50 points  Final Exam/Course Project
- 400 points  Total

A=Excellent-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is 100% professional in content and appearance.

B=Good/Passing-All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.

F=Failing-The work is inadequate or incomplete.

**Assignments**  
**READ 0399**  
90-100% = A  =350 – 400 points  
80-89% = B  =300 – 349 points  
73-79% = C  No Pass  
72-68% = D  No Pass  
67% and below = F  No Pass

**NOTE:**
If you pass the reading section of the THEA test while enrolled in Read 0399 and you have at least a "B" average in the course at the time you pass the test, and met the attendance policy and other Learning Center policies, you have the option of continuing with the course or accepting your current grade as your final grade for the course and “stepping out” of the class. If you have questions, please talk with me.
# Tentative Course Schedule

*(Please note this is not a contract, the schedule and assignments are subject to change.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activities</th>
<th>What is due</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<td>August 28</td>
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<td>Introductions</td>
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<td>Student Information-email</td>
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<td>Syllabus and Textbook Review</td>
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<td>Reading Survey</td>
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<td>The Dictionary: Words I Do Not Know</td>
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<td><strong>Week 2</strong></td>
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<td>September 4</td>
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<td>Reflective Journal Entry#1</td>
<td>RSH: Chapter 1</td>
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<td>Vocabulary Pretest</td>
<td>3 Questions</td>
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<td>The Reading Process</td>
<td>Vocabulary Assignment #1</td>
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<td><strong>Week 3</strong></td>
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<td>September 11</td>
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<td>Vocabulary Study Strategy Survey</td>
<td>RSH: Chapter 2</td>
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<td>Context Clues: Vocabulary in Context</td>
<td>Vocabulary Assignment #2</td>
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<td>Word Acquisition Skills</td>
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<td>Denotation/Connotation</td>
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<td>Shades of Meaning</td>
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<td><strong>Week 4</strong></td>
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<td>September 18</td>
<td>T</td>
<td>Comprehension: Reading Aids/Strategies</td>
<td>RSH: Chapters 3, 4</td>
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<td>Newspapers: Current Events</td>
<td>Vocabulary Quiz #1</td>
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<td>Reflective Journal Entry #2</td>
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<td><strong>Week 5</strong></td>
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<td>September 25</td>
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<td>Comprehension: Main Idea</td>
<td>RSH: Chapters 5, 6</td>
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<td>Comprehension: Supporting Details</td>
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<td>Reflective Journal Entry #3</td>
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<td>Unit ONE &amp; TWO Review Test</td>
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<td><strong>Week 6</strong></td>
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<td>October 2</td>
<td>T</td>
<td>Inferences, Drawing Conclusion, Generalizing</td>
<td>RSH: Chapters 8, 10, 11</td>
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<td><strong>Week 7</strong></td>
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<td>October 9</td>
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<td>Writing for Reading: Study Skills</td>
<td>RSH: Chapter 13</td>
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<td>Learn/study skills</td>
<td>Vocabulary Assignment #3</td>
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<td>Midterm discussion</td>
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| Week 8  | October 16 | T | Conducting Research Discussion  
Reading Research Articles  
Analyzing and Synthesizing Information  
Reflective Journal Entry #4 | Vocabulary Assignment #4  
Midterm Due |
|---|---|---|---|---|
| Week 9  | October 23 | T | The Writer’s Technique  
Fiction  
Reflective Journal Entry #5  
Assignment/Activity | RSH: Chapter 12  
Writing Topic |
| Week 10 | October 30 | T | Comprehension: Recognizing Paragraph Patterns  
Comprehension: Main Idea, Supporting Details, and Paragraph Patterns  
Comprehension Strategies  
Reflective Journal Entry #6 | RSH: Chapter 7  
Vocabulary Quiz #2 |
| Week 11 | November 6 | T | Understanding Exam Questions: Test Discussion  
Writing for Reading | RSH: Chapter 14  
test questions |
| Week 12 | November 13 | T | Nonfiction  
Reflective Journal Entry #7 | Writing  
Drafts Due |
| Week 13 | November 20 | T | Nonfiction  
Reflective Journal Entry #8 |
| Week 14 | November 27 | T | The Writer’s Technique  
Fiction  
Reflective Journal Entry #9  
Assignment/Activity |
| December 4 | | T | Assignment/Activity: Course Review- 
Before, During and After Reading! | Writing Project Due |
| December 11 | | T | Final Exam  
430-700 |
READ 0399 Verification of Understanding

The following points are part of the syllabus. The bulleted list below forms key points that the student must understand about READ 0399.

- **Participation** is based on discussion, punctuality, class activities, and class discussion. A participation grade is part of the grading for this class.

- If you pass the reading section of the THEA test while enrolled in Read 0399 and you have at least a "B" average in the course at the time you pass the test, and met the attendance policy and other Learning Center policies, you have the option of continuing with the course or accepting your current grade as your final grade for the course and “stepping out” of the class. If you have questions, please talk with me.

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I affirm that I have read this syllabus and understand all class policies and assignments.

______________________________________________________         _________________
Name            Date