

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Reading								
COURSE RUBRIC AND NUMBER	READ 0109								
COURSE TITLE	Effective College Reading: Accelerated								
COURSE CREDIT HOURS	<table border="0" style="margin: 0 auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">:</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	1	0	:	1	Credits	Lec		Lab
1	0	:	1						
Credits	Lec		Lab						

I. Catalog Description

Designed for students who have scored 4 points or less below the college reading level. The course is self-paced requiring the student to work at his/her pace while meeting with instructor once per week. Student can exit the course with instructor’s approval at any time during the semester after demonstrating mastery and successfully passing the department exit test. Students will develop advanced vocabulary and comprehension skills on both a literal and analytical level. An exit reading level of twelfth grade and a “C” or better is required for completion of this course. May not be counted toward graduation requirements. **Prerequisite: A score of between 73 and 77 on the ACCUPLACER Reading placement test. (0:1).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Read at the required reading level as measured by a reading selection chosen by the Reading Department.
- B. Demonstrate mastery of literal comprehension by extracting, transforming, and integrating information into a schematic pattern.
- C. Summarize and paraphrase information in his/her own words.
- D. Demonstrate flexibility by reading diverse selections, e.g., newspaper, scientific, vocational, and professional articles.
- E. Demonstrate mastery of critical reading skills by:
 - 1. Distinguishing between statements of fact and opinion.
 - 2. Recognize propaganda techniques and author's bias.
 - 3. Making inferences about what is read.
 - 4. Identifying author's purpose, tone, and point of view.
 - 5. Drawing conclusions from information stated or implied in a passage.
- F. Demonstrate understanding of aesthetic comprehension by:
 - 1. Recognizing figurative language in various selections, e.g., metaphor, simile, personification, irony, and oxymoron.
 - 2. Recognizing a variety of stylistic devices such as satire, sarcasm, and humor.

- G. Demonstrate vocabulary development as determined by the instructor.
- H. Complete lab exercises and homework assignments as assigned by the instructor.

III. Evaluation

- A. Pre-assessment:

Student must score between 73 and 77 on the ACCUPLACER reading placement test and take the ACCUPLACER Reading Diagnostic to identify strengths and weaknesses.

- B. On-going Assessment:

After student completes diagnostic test identifying strengths and weaknesses, student will successfully master only those areas that are identified as needing remediation. Student will then register for myreadinglab.com and will complete myreading.com lab exercises and post-tests to demonstrate mastery. After mastery is demonstrated in all areas identified as weaknesses, student will be given the post-assessment.

- C. Post-assessment:

At the end of the course, the student must take an exit exam. A passing grade on the exit exam is 70%. If the student does not pass the first exit exam, he/she will be given a second similar exam. A student cannot be assigned a passing grade without scoring at least 70% on one of the two exit exams. The student must also have a passing grade on his/her coursework.

- D. Grading Assignments and Criteria:

In order to pass READ 0109, each student must read at required reading level on a reading passage or passages chosen by the department. Upon successful attainment of the required reading level, the following criteria will be used to evaluate the student.

1.	<u>Weighing</u>	
	Myreadinglab Exams	50%
	Myreadinglab Activities	40%
	Weekly Meeting Attendance	<u>10%</u>
	TOTAL	100%

2.	<u>Grading Scale</u>
	Pass 70% or Better on Departmental Exit Test
	Fail 69% or Lower on Departmental Exit Test
	I= Incomplete
	W= withdrawal

- E. Attendance, Course Pursuit, and Reinstatement

- 1. Attendance:

- a. Students are expected to complete weekly assignments on myreadinglab.com. Students are required to meet with instructor once a week every week to demonstrate progress and modify assignments where necessary. Once student demonstrates course mastery, he/she can petition for the department exit test. When student has successfully passed the exit test, he/she is no longer required to meet with instructor. Instructors are authorized to refuse to admit students to

class who are tardy when such admittance would be disruptive to activities in progress (e.g., examinations and structured activities).

2. Course Pursuit:

A student may also be dropped from a course for: (1) disruptive behavior or (2) failure to produce sufficient course assignments required for grading such that it has become evident that the student is no longer in active pursuit of the course objectives.

3. Reinstatement:

The student may seek reinstatement through written appeal. The appeal must be directed to the instructor within ten days from the date of the drop. If the instructor denies the appeal, further appeal may be made directly to the appropriate Dean

IV. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

V. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.