

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Reading</u>
COURSE RUBRIC AND NUMBER	<u>RSVP 0306</u>
COURSE TITLE	<u>Spelling and Vocabulary Skills</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u> Credits Lec Lab

I. Catalog Description

Provides a systematic approach to spelling and vocabulary development. Focuses on spelling by using the step-by-step process of becoming an accurate speller. Develops vocabulary that includes general and academic/vocational enrichment. May be taken twice for credit. May not be counted toward graduation requirements. (3:0)

II. Course Objectives

Upon satisfactory completion of this course, the student will, at a minimum level of 70%, be able to:

- A. Demonstrate mastery of spelling skills by completing the following units:
1. Vowels - Spell words following the rules for the long or short vowel sounds, "ie" and "ei" and unstressed vowels and find silent "e".
 2. Consonants - Spell words according to consonant sounds, double consonants, and silent consonants.
 3. Prefixes and suffixes - Spell words to be joined by a prefix or suffix.
 4. Troublesome Words - Spell commonly confused words.
 5. Miscellaneous Spellings - Spell words which contain apostrophes, hyphens, capital letters, and abbreviations.
- B. Demonstrate mastery of vocabulary skills by completing the following units.
1. Analogies - Complete written analogies.
 2. Techniques - Become familiar with the steps necessary to learn and improve an individual's vocabulary and will show competency throughout the semester by completing vocabulary quizzes using these techniques.
 3. Context Vocabulary - Define new words by using the context and complete written exercises.
 4. Dictionary Skills - Use a dictionary for various purposes and complete written exercises.
 5. Morphology - Write the definition of commonly used prefixes, suffixes, and roots, as well as defining words in context which contain commonly used word parts.
 6. Etymology - Read and interpret various etymologies.
 7. Use of a Thesaurus - Use a thesaurus for finding various antonyms and synonyms and complete various exercises.
 8. Miscellaneous Vocabulary - Complete exercises on the following topics:
 - a. literal meaning,
 - b. figurative meaning,

- c. idiomatic usage,
 - d. homonyms, antonyms, and synonyms,
 - e. commonly confused words.
9. Critical Thinking - answer questions orally and in writing based on reading passages. These questions must involve processing words into meaningful thoughts and predicting outcomes.

III. Evaluation

A. Preassessment:

The student has successfully completed Reading 0303, or has taken the ESL Diagnostic Placement Test.

B. Postassessment:

At the end of the course, the student will take a postassessment covering all course objectives, in both spelling and vocabulary, to determine his/her mastery of course material. The postassessment will serve as the final examination for the course.

C. Remediation

The instructor will provide individual assistance for students needing remediation. This may include, but is not limited to supplementary assignments, referral to the college's tutorial services and referral to the Retention Action Program for computer assisted instruction.

D. Grading Assignments and Criteria:

The final grade will be based upon:

1. **Weighing**

Biweekly Spelling Exams	25%
Biweekly Vocabulary Exams	25%
Unit Hour Exams	30%
Participation	5%
Final (Vocabulary & Spelling)	15%
TOTAL	100%

2. **Grading Scale**

A = 90 - 100	I = Incomplete
B = 80 - 89	W = Withdrawal
C = 70 - 79	
D = 60 - 69	
F = Below 60	

E. Attendance, Course Pursuit, Classroom Management, and Reinstatement

1. Attendance:

- a. Students are expected to attend classes regularly beginning the first day of class. An accurate record of student attendance will be kept by the instructor. It is the student's responsibility to consult with the instructor regarding absences. **Students can be dropped after six hours of absence.** Attendance records are considered and reported to the Registrars Office whenever the instructor initiates a drop.
- b. 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. Classroom Management:

It is the instructor's responsibility to maintain an environment in the classroom which is conducive to learning and class participation by all students. Unruly and uncooperative behavior by any student will not be tolerated (student should refer to the *Student Code of Conduct*). The instructor has full authority to deny a student admittance to class for reason of disruptive behavior. Only persons who are registered and enrolled as students in the class are authorized admittance.

4. 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 (American 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.