

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Reading</u>						
COURSE RUBRIC AND NUMBER	<u>READ 0307</u>						
COURSE TITLE	<u>College Prep Reading</u>						
COURSE CREDIT HOURS	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">0</td> </tr> <tr> <td style="padding: 2px 10px;">Credits</td> <td style="padding: 2px 10px;">Lec</td> <td style="padding: 2px 10px;">Lab</td> </tr> </table>	3	3	0	Credits	Lec	Lab
3	3	0					
Credits	Lec	Lab					

I. Catalog Description

Provides intensive reading skill development with emphasis on comprehension, rate, and correction of improper reading habits. A grade of “C” or better will be required for completion of this course. May not be counted toward graduation requirements and placement is determined by testing. **(3:0)**.

II. Course Objectives

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

- A.** Read at a minimum of eighth (8th) grade read level as measured by an appropriate final reading selection chosen by the instructor.
- B.** Define unfamiliar words, phrases, and figurative expressions using context clues,
- C.** Use dictionary skills to expand oral and written vocabulary,
- D.** Apply the meaning of common prefixes, roots, and suffixes to determine the meanings of unfamiliar words,
- E.** Predict what a selection will be about based on the title, subtitles, illustrations, and introduction,
- F.** Identify the directly stated and implied main ideas of paragraphs and reading passages,
- G.** Identify the major and minor details that support the main idea of reading selections,
- H.** Identify the following patterns of organization in written material:
 - 1. Sequence of Steps or Events,
 - 2. Cause and Effect,
 - 3. Comparison,
 - 4. Contrast,
 - 5. Definition/Example,
 - 6. Listing, and
 - 7. Classification
- I.** Make inferences and draw conclusions from information stated or implied in written material,
- J.** Distinguish between statements of facts and statements of opinion,
- K.** Summarize (in writing) a reading selection, and
- L.** Outline and/or map the thesis, major details, and minor details of a passage.
- M.** Complete lab exercises and homework assignments as assigned by the instructor.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

- 1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
- 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
- 3. Describe, analyze, and evaluate information within and across a range of texts.

4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

IV. Evaluation

A. Preassessment:

Enrollment in this course is based on the official EPCC Placement Exam.

B. Postassessment

At the end of the course, a post-assessment will be administered by the instructor to determine whether the student attained eighth (8th) grade reading level.

C. Grading Assignments and Criteria:

Grades will be assigned according to the following criteria:

<u>Weighing</u>		<u>Grading Scale</u>	
Exams	40%	A = 90-100	I = Incomplete
Assignments	15%	B = 80-89	W = Withdrawal
Lab-Type Activities	20%	C = 70-79	
Final Exam Selection	20%	D = 60-69	
Participation	<u>05%</u>	F = Below 60	
TOTAL	100%		

D. 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 Registrar's 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

V. 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).

VI. 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.