

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Reading</u>						
COURSE RUBRIC AND NUMBER	<u>READ 0308</u>						
COURSE TITLE	<u>Reading in the Content Area</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>0</u>	Credits	Lec	Lab
<u>3</u>	<u>3</u>	<u>0</u>					
Credits	Lec	Lab					

I. Catalog Description

Develops ability to read in the content areas, focusing on comprehension skills, vocabulary improvement, and flexibility in reading rate. A grade of “C” or better will be required for completion of this course. May not be counted toward graduation requirements. **Prerequisite: READ 0307 or by placement exam. (3:0).**

II. Course Objectives

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

- A. Read at a minimum of tenth (10th) grade reading level as measured by an appropriate final exam reading selection chosen by the Reading Instructor.
- B. Use the context of a passage and structural analysis to determine the meaning of words with multiple meanings, unfamiliar and uncommon words and phrases, and figurative expressions.
- C. Develop college-level vocabulary as determined by the student and instructor.
- D. Identify directly stated and implied main ideas of paragraphs and passages.
- E. Identify ideas that support, illustrate, or elaborate the main ideas of a passage.
- F. Analyze the relationship among ideas in written material by identifying the following patterns of organization and the transitions that relate to the patterns:
 - 1. Sequence of events or steps
 - 2. Cause and effect and problem/solution
 - 3. Comparison
 - 4. Contrast
 - 5. Example(s), Illustration(s)
 - 6. List of items, classification
- G. Identify a writer's purpose, tone, point of view and intended meaning.
- H. Apply the following critical reasoning skills to evaluate written material:
 - 1. Judge the relevance of facts, examples, or graphic data to a writer's argument.

- 2. Distinguish between statements of fact and opinion.
- 3. Assess the credibility and objectivity of the writer or source of written material.
- I. Make inferences and draw conclusions from information stated or implied in passage.
- J. Apply the following study skills to reading assignments:
 - 1. Organize (outline and map) and summarize information.
 - 2. Use skimming and scanning techniques to locate key ideas and specific information.
 - 3. Learn to use a variety of note-taking methods.
- K. Complete lab exercises and homework assignments as assigned by the instructor.

III. THECB Learning Outcomes

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. Pre-assessment:

A reading placement test will be administered to determine the student's reading level. The results will be used to assure that the student is assigned the appropriate reading laboratory materials.

B. Post-assessment:

The instructor will administer a post-assessment to determine whether the student attained tenth (10th) grade reading level.

C. Grading Assignments and Criteria:

Grades will be assigned according to the criteria that follows:

<u>Weighing</u>		<u>Grading Scale</u>	
Exams	40%	A= 90-100	I =Incomplete
Assignments	15%	B= 80-89	W=Withdraw
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.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.