Developmental Reading I (DSRE 0300) is a fundamental reading course designed to aid students in acquiring and improving the basic skills needed for reading college-level materials. This course was developed specifically for those who have not achieved a passing score on the reading section of the TSI Assessment. Emphasis will be on word attack skills, vocabulary development, comprehension, fluency, and study and test-taking skills. Successful completion of DSRE 0300 should provide a student with an adequate background for Developmental Integrated Reading and Writing (DIRW 0413).

Upon successful completion of this course, Developmental Reading I, the student will be able to do the following:

- Develop, select, and use various strategies to include the dictionary, structural analysis, and context clues for building and expanding vocabulary. (SCANS—C5-8; C9-10; F 1-2; F 5-6; F 7-12)
- Use word acquisition skills to build and increase word power. [Ap]
- Identify, recognize, and apply common prefixes, suffixes, and roots. [K] [C] [Ap]
- Recognize meaning of unfamiliar words through word structure, specifically through the use of roots (basic word parts) and affixes (prefixes and suffixes). [K] [C] [Ap]
- Describe, locate, and use context clues strategies for determining meanings of unknown words. [K] [C] [Ap]
- Demonstrate the use of dictionary skills that include definition, syllabication, pronunciation, and derivation to promote vocabulary expansion. [Ap]
- Select and demonstrate the use of reference materials (e.g. dictionary, thesaurus, subject area dictionary to obtain necessary information for understanding meaning and for selecting synonyms and antonyms appropriately). [Ap]
- Create and use a system to learn and to remember new words. [S] [Ap]
- Recognize, locate, demonstrate, and distinguish basic reading comprehension skills to include topic, main idea, supporting details, transitions, and authors’ patterns of organization with reading selections of varied subjects and lengths. (SCANS—C3-4; C5-8; C9-10; C 12-14; C16-17; F1-2; F5-6; F-12; F13-17)
- Identify and locate the topic of a paragraph/selection. [K] [C]
- Label, select, and construct the main idea of a paragraph/selection. [K] [S] [Ap] [A]
• Differentiate between topic, topic sentence, and main idea. [A]
• Locate and recall supporting details of reading selection. [K] [C]
• Distinguish main idea from supporting details. [A]
• Relate details to main idea. [Ap]
• Differentiate between major and minor details. [A]
• Identify transitional/directional words that signal the presence of a specific pattern. [K]
• Explain purpose of transitional/directional words. [K]
• Recognize, classify, analyze, and evaluate the structure and organization of paragraphs/reading selections. [K] [C] [Ap] [A] [S] [E]
• Show through written and oral discussion an increased level of reading comprehension. [Ap]
• Demonstrate an increased level of reading comprehension by answering literal questions over reading selections of varied subjects and lengths. [Ap]
• Describe, locate, utilize, analyze, organize, and assess basic concepts of critical thinking in reading assignments. (SCANS--C5-8; C9-10; C12-14; F1-2; F7-12)
• Describe the ways to distinguish between fact and opinion. [A]
• Differentiate between facts and opinions. [A]
• Assess if statements of facts are verifiable. [E]
• Identify statements that express an opinion. [K]
• List and show what inferences can be made about subject read. [K] [Ap]
• Distinguish between logical and illogical inferences. [A]
• Defend the importance of inferences. [E]
• Draw conclusions and predict outcomes from reading passages of various subjects and lengths. [Ap] [A] [E]
• Show through written and oral discussion an increased level of reading comprehension. [Ap]
• Demonstrate an increased level of reading comprehension by answering interpretive questions over reading selections of varied subjects and lengths. [Ap]
• Examine, review, and create a system to be an effective reader. (SCANS--(C3-4; C5-8; C9-10; C12-14; C16-17; F1-2; F5-6; F-12; F13-17)
• Identify factors that affect reading comprehension. [K]
• Establish and maintain concentration.
• Preview to set a purpose. [Ap]
• Use special features of a textbook to increase understanding. [Ap]
• Activate and apply personal background knowledge to reading assignments. [Ap]
• Describe the need for visual aids/graphics [K]
• Use, interpret, analyze, and evaluate graphic representations (charts, maps, and diagrams) to obtain specific information. [Ap] [A] [E]
• Describe, recognize, and use the SQ3R strategy. [K] [C] [Ap]
• Develop post-reading strategies such as paraphrasing and summarizing. [S]
• Use computer and interactive tutorial programs to reinforce and supplement the learning process (SCANS--C 8; C19; F13, F 16)
• Identify, memorize, and review concepts from class using lab program [K] [C]
• Apply and relate understanding gained during lab program practice to one’s own reading [Ap]
III. INSTRUCTIONAL MATERIALS/RESOURCES

To assist in this course, a variety of materials both in and out of the classroom will be required and used. The instructional materials identified for this course are viewable through: www.ctcd.edu/books

IV. COURSE REQUIREMENTS

To have a successful semester, a student needs to be aware of what a teacher expects and requires. The requirements for my class are as follows:

A. Students will complete a reading log based on the instructor approved novel, keep a response journal and complete activities related to the novel. Instructors may collect these assignments at any time.

B. **Cellular phones and pagers are to be turned off and kept hidden away inside a backpack/handbag while the student is in the classroom or lab.**

C. Text assignments will be given to be completed both inside and outside of class.

D. Both individual and group activities are done in class.

E. All written assignments must be turned in on time to receive credit.

F. A student must be present for all examinations and quizzes.

G. Students who need extra help should make an appointment with their instructor/professor or seek extra help in the Developmental Studies Computer Lab (Room 15A, Building 118), Academic Studio (Upstairs, Building 106) or the CTC Learning Disabilities Specialist (Room 109, Building 106) as soon as possible.

V. EXAMINATIONS AND ASSIGNMENTS

To assist in determining a student's progress in this class, a number of assignments, quizzes, and tests will be administered throughout the semester. The types of assignments, quizzes, and tests that you will have this semester and the policies concerning these examinations and assignments are as follows:

A. Vocabulary quizzes, unit quizzes, reading log assignments, and a midterm exam will be given throughout the semester.

B. A project based on a novel selected by the student and approved by the instructor/professor will be assigned. Students will be required to complete additional assignments as outlined by the instructor/professor.
C. Comprehensive Vocabulary Final Exam and Reading Final Exam. Students may not retake the final exam.

D. A student must be present for all examinations. No make-up examination will be given during class time. Students who know they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor before or after class about individual make-up work.

E. If the student is absent from class, it is his/her responsibility to contact his/her classmate/instructor to determine missed instruction. Each student must make appropriate arrangements to acquire assignments, announcements, lecture notes, and other pertinent information missed.

VI. SEMESTER GRADE COMPUTATIONS

To receive a passing grade for this course, a student must do the following:

A. Complete all assignments and scheduled examinations

B. Earn a final grade average of 70%. The student's final grade will be computed as follows:

   (1) Participation/Daily Work 10%
   (2) Vocabulary Unit Quizzes 10%
   (3) Midterm Exam 10%
   (4) Project – Novel 30%
   (5) Vocabulary Final Exam 10%
   (6) Reading Final Exam 30%

Final grades will follow the grade designation for developmental courses below:

   “A” – Weighted average of 90 – 100%
   “B” – Weighted average of 80 – 90%
   “C” – Weighted average of 70 – 79%
   “D” – Weighted average of 60 – 69%
   “F” – Weighted average of 0 – 59%
   “W” - Withdrawal from course (initiated by student)

End of semester grades:

The CTC WebAdvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (Online) Registrations and Grades by computer are listed in the schedule bulletin.
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Withdrawal from Course: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or Application for Refund. The withdrawal form must be signed by the student.

An application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16 week fall and spring semesters. The deadline for sessions of other lengths is as follows:

- 12 week session: Friday of the 9th week
- 10 week session: Friday of the 7th week
- 8 week session: Friday of the 6th week
- 6 week session: Friday of the 4th week
- 5 week session: Friday of the 3rd week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W" provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal.

Before withdrawing from any developmental course, the student should seek the advice of Guidance and Counseling so that the student does not initiate an action that would inadvertently have negative repercussions on his/her enrollment or Financial Aid.

B. Cellular Phones and Pagers: **Cellular phones and pagers must be turned off and put away while the student is in the classroom**

C. American With Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

D. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
E. **Office Hours:** Full-time instructors post their office hours outside their office doors. Part-time instructors may be available by appointment. Please feel free to see your instructor should you find yourself having difficulty with this course.

### VIII. COURSE OUTLINE

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<th>Section</th>
<th>Week(s)</th>
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<td>1. Syllabus Review</td>
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<td>2. Blackboard Introduction</td>
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<td>4. Journal Writing/Response Journals</td>
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<td><strong>B. Becoming an Effective Reader</strong></td>
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<td>1. Active Reading Strategies</td>
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<td>2. SQ3R</td>
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<td>3. Annotating/Cornell Notetaking</td>
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<td>4. Graphic Organizers</td>
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<td>5. Selected Readings/Response Journal</td>
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<td>6. Introduction – Novel Project</td>
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<td><strong>C. Vocabulary Building</strong></td>
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<td>2. Context Clues</td>
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<td>4. Word Webs</td>
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<td>6. Selected Readings/Response Journal</td>
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<td>7. Novel Selection/Approval</td>
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<td><strong>D. Stated Main Idea</strong></td>
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<td>2. Topic Sentences</td>
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<td>3. Stated Main Ideas</td>
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<td>4. Central Idea</td>
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<td>5. Thesis Statement</td>
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<td>7. Selected Readings/Response Journal</td>
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<td>8. Novel Assignment/Activity</td>
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<td>9. Unit Two Vocabulary</td>
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<td><strong>E. Supporting Details</strong></td>
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<td>2. Minor Details</td>
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<td>3. Midterm Exam</td>
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<td>5. Selected Readings/Response Journal</td>
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<td>6. Novel Assignment Activity</td>
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F. **Implied Main Idea**  
1. Locate and Identify Implied Main Ideas  
2. Transitions and Thought Patterns  
3. Unit Three Vocabulary Quiz  
4. Selected Readings/Response Journal  
5. Novel Assignment Activity  
6. Unit Four Vocabulary  

G. **Critical Reading**  
1. Make Valid Inferences  
2. Reporter’s Questions  
3. Create a Summary  
4. Unit Four Vocabulary Quiz  
5. Author’s Tone/Bias  
6. Figurative Language  
7. Selected Readings/Response Journal  
8. Novel Assignment Activity  
9. Unit Five Vocabulary  

H. **Project Presentations**  
1. Individual Student Presentation - Novel  

I. **Review for Vocabulary Final Exam**  
1. Unit Five Vocabulary Quiz  

J. **Vocabulary Final Exam/Review for Final Exam**  

K. **Final Exam**