CENTRAL TEXAS COLLEGE
SYLLABUS FOR DSRE 0302
FUNDAMENTALS OF READING II

Semester Hours Credit: 3

(This course is equivalent to DSRE 0301. The difference being that this course is offered only on those campuses that do not have lab facilities.)

INSTRUCTOR: ____________________________

OFFICE HOURS: __________________________

I. INTRODUCTION

As a college student, you will be required to read extensively as well as analyze, synthesize, and apply information that you have read. Fundamentals of Reading II (DSRE 0302) is designed to aid students in developing and reinforcing the skills needed for reading college-level materials. Emphasis will be on vocabulary development, literal and critical comprehension skills, and fluency. Successful completion of DSRE 0302 should provide a student with an adequate background to successfully pass any college course that requires extensive reading.

II. LEARNING OUTCOMES

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

[Key: K=Knowledge; C=Comprehension; Ap=Application; A=Analysis; S=Synthesis; E=Evaluation]
(Critical Thinking/Higher Order Thinking Skills=Ap, A, S, E)

A. Develop, select, and use various strategies to include the dictionary, structural analysis, and context clues for building and expanding vocabulary.
   - 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]
   - 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]

B. 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, difficulty, and lengths.
   - 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]
   - 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]
• 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, difficulty, and lengths. [Ap]

C. Identify, analyze, organize, and differentiate critical reading and thinking skills to include author’s purpose, audience, author’s point of view, tone, intended meaning, fact and opinion, inferences, and conclusions with reading selection of varied subjects, difficulty, and lengths.
• Identify the purpose of a reading selection. [K]
• Locate intended audience for a reading selection. [K]
• Determine author’s tone and intended meaning of a reading selection. [K]
• 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]
• Draw conclusions and predict outcomes from reading passages of various subjects. [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, difficulty, and lengths. [Ap]

D. Develop and apply higher order critical thinking skills to include analysis, synthesis, and application to any reading selection assigned or chosen.
• Assess problems and issues. [E]
• Locate author’s bias. [K]
• Identify propaganda techniques/devices. [K] [Ap]
• Evaluate arguments. [K][Ap] [A] [S][E]
• Differentiate between logical and invalid arguments. [K][Ap] [A] [S][E]
• Evaluate source and authority. [K][Ap] [A] [S][E]

E. Examine, review, create, select, and utilize a system for recalling, remembering, and retaining materials of varied length, difficulty, and subject matter (e.g. science, social science, literature, current events, history, etc.) for a variety of purposes.
• Develop and use a system of textbook marking. [Ap][A][S][E]
• Adapt and apply study skills strategies effectively and consistently for the purpose of improving concentration, comprehension, and retention (recall) with college-level textbooks. [Ap][A][S][E]
• Develop, adapt, and use various techniques and systems such as special features of a textbook to increase understanding to increase recall and retention. [Ap][A][S][E]
• Activate and apply personal background knowledge to reading assignments. [Ap]
• Read, interpret, analyze, and evaluate graphic representations (i.e. graphs, tables,
maps, charts, timelines, flowcharts, photographs, and diagrams) to obtain specific information.

- Develop post-reading strategies such as paraphrasing and summarizing.
- Synthesize information from a reading passage by summarization.
- Select and demonstrate flexibility of reading rate and techniques (e.g. slow, surveying, skimming, and scanning) according to the purpose and type of reading material assigned or chosen.
- Apply strategies for reading objective and subjective tests and final exams.

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 textbook and materials that you will need to purchase for this semester are listed below:

A. Textbooks are listed at the URL address:

www.ctcd.edu/books

B. Other Materials/Resources:
   1. Paperback book for summative book project
   2. Dictionary
   3. Journal Folder/3 Ring Notebook/Dividers (Depends on instructor)
   4. Index Cards (Depends on instructor)

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. Prompt and regular attendance is required in the classroom. Students entering the classroom after class begins or leaving before class ends disrupt the educational process. For this reason, instructors may choose to lower a student's grade for an excessive number of tardies or leaving early. A student may be dropped from class for excessive absences. Further information regarding the attendance policy is available in the current college catalog. In addition, there are no excused or unexcused absences.

B. **Cellular phones and pagers are to be turned off during class.**

C. Attendance is mandatory. There are no excused or unexcused absences. A student may be dropped from class for excessive absences. Students should not have more than four absences in a sixteen week course or more than three absences in a ten week course.

D. Text assignments will be given both inside and outside of class.

E. Both individual and group activities are done in class.
F. Each student is responsible for recording all assignments, including comprehension and vocabulary scores. These records will be kept in a folder, which the instructor will periodically review.

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

H. A journal will be kept throughout the class.

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

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. At the beginning of the course, several diagnostic tests may be administered to determine the student's starting level.

B. Other teacher and textbook examinations will be given throughout the course.
   1. Review quizzes and chapter tests accompany each chapter of the textbook, *Breaking Through College Reading* and will be given throughout the semester at the discretion of the instructor.
   2. Vocabulary tests are given weekly over lessons from assigned vocabulary textbook, *Academic Vocabulary*.

C. Comprehensive Final Exam. Failure to take the final examination results in a letter grade of "X(N)" for the course. (The grade of "I" will not be given when missing the final.) 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 or her responsibility to contact his or 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. Earn a final grade average of 70%. The student's final grade will be computed as follows:
   1. Daily work to include journal, chapter quizzes, and textbook application evaluation will count 10% of student's grade
   2. Vocabulary quizzes will count 10% of student’s grade
   3. Summative Book Report will count as 10% of student’s grade
   4. Summative Capstone Reading Project will count 10% of student’s grade
   5. Mid-Term will count 10% of student’s grade.
   6. Vocabulary Final will count 10% of student's grade.

B. Miss no more than four days in a sixteen week course or no more than three days in a summer course (excused or not excused). Please remember that the attendance will be included within the daily grade.

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

"A"- Weighted average of 90%
"B"- Weighted average of 80%
"C"- Weighted average of 70%
"N"- Needs to raise performance to an acceptable level
"XN"- Performance unacceptable due to poor attendance or no final examination
"W"- Withdrawal from course (initiated by student)

Students may receive their grades in two ways:

1. The CTC Webadvisor (Online) System allows students to obtain their grades online. Instructions for using the WebAdvisor (Online) Registration and Grades by computer are listed in the schedule bulletin.
2. The instructor, if provided a self-addressed, stamped envelope, will mail the student his or her course grade.

**Grades will not be posted.**

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 and 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.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "XN" for non-attendance.

A student placed in developmental courses due to TSI requirements, or institutional placement examination requirements will not be considered for withdrawal from a developmental course unless he remains enrolled in at least one other developmental course for the duration of the semester even if he or she meets the TSI requirements during that semester.

Withdrawal from a developmental course (on which concurrent enrollment in a college-level course is dependent) may result in Administrative Withdrawal from the college-level course also.

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. **Administrative Withdrawal from Course:** An administrative withdrawal may be initiated when the student fails to meet college attendance requirements by accumulating more than four (4) absences for a sixteen week course and three (3) absences for a ten week course. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

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

D. **American With Disabilities Act (ADA):** Disability Support Services provide 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. Explore 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.

E. **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.

F. **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**

**UNIT ONE: SUCCESSFUL READING, READING AS PROCESS, TEXTBOOK LEARNING VOCABULARY, TOPIC, MAIN IN IDEA, SUPPORTING DETAILS**

1. **Learning Objectives**  
   Readers will learn:
   - To adopt successful reading behaviors
   - To use a system for expanding vocabulary
   - To use strategies for unlocking the meaning of words
   - To use the three stages of good reading
   - To increase reading efficiency
   - To define and identify topic, main idea, and major and minor supporting details
   - To access and utilize the support of the MyReadingLab instructional platform
   - To expand content specific vocabulary across the disciplines in context

2. **Learning Activities**
   A. Read and complete as assigned Chapters 1 through 5 of *Breaking Through College Reading* pages 1 -- 243
   B. Read and complete as assigned Chapters 1 through 15 of *Academic Vocabulary* page 1 -- 97

Each chapter of the textbook includes the following sections. The instructor will choose to address and assign any or all of the available sections to best serve the needs of the students and the requirements of the course.
3. **Unit Outline**
   a. prepare mentally for college success
   b. manage time effectively
   c. preview before reading
   d. understand the meaning and importance of a schema
   e. understand the meaning and importance of metacognition
   f. use six thinking strategies during reading to integrate existing and new knowledge
   g. apply active recall methods after reading
   h. use active methods to aid recall
   i. annotate the text during the reading stage
   j. use the Cornell method of note taking
   k. learn when and how to write a summary
   l. make outline notes
   m. make notes using mapping
   n. use context clues to unlock the meanings of unfamiliar words
   o. use common word parts to unlock meaning
   p. use the dictionary for rich information about words
   q. consult a glossary to define words used in the textbook
   r. find synonyms and antonyms in a thesaurus
   s. refine word knowledge by solving analogies
   t. spell easily confused words
   u. identify topics
   v. distinguish topics, main ideas, and details
   w. master main idea and topic questions on comprehension tests
   x. recognize and identify stated and unstated main ideas
   y. identify main ideas in longer selections
   z. identify supporting details
UNIT TWO: SUPPORTING DETAILS AND ORGANIZATIONAL PATTERNS, INFRINGEMENT, ANALYTICAL REASONING, CRITICAL READING and SURVIVOR CASEBOOK: APPLY YOUR READING SKILLS

1. Learning Objectives Readers will learn:
   To identify and apply the elements of analytical thinking
   To apply analytical thinking for visual literacy skills
   To identify and interpret implied information
   To identify and apply the skills of critical reading
   To access and utilize the support of the MyReadingLab instructional platform
   To expand content specific vocabulary across the disciplines in context

2. Learning Activities
   A. Read and complete as assigned Chapters 6 through 10 of *Breaking Through College Reading* pages 245 -- 507
   B. Read and complete as assigned Chapters 23 through 27 of *Academic Vocabulary* pages 140 -- 169
   C. Final Project as Assigned
   D. Comprehensive Final Exams in Reading and Vocabulary

3. Unit Outline
   a. identify the elements of analytical thinking
   b. learn how the thinking strategies of successful and unsuccessful students differ
   c. apply analytical thinking strategies when reading graphic illustrations
   d. define inference
   e. explain why authors might imply meaning rather than state it directly
   f. use prior knowledge to make inferences
   g. recognize stated language as a clue to meaning
   h. draw reasonable conclusions
   i. apply strategies for critical reading
   j. recognize an author’s purpose on intent
   k. identify an author’s point of view or bias
   l. recognize the author’s tone
   m. distinguish fact from opinion
   n. recognize valid and invalid support for arguments
   o. distinguish major and minor details
   p. understand the roles of major and minor details
   q. attend to details in written directions
   r. identify transitional words and organizational patterns
   s. analyze ideas from multiple sources on a common topic
   t. synthesize ideas from multiple sources
   u. create a new work using multiple sources on a common topic

This course requires a capstone reading project of the instructor's choosing. It must include outside reading and an oral presentation. It can be assigned during any unit but is usually an aspect of the culmination of the course.

DSRE 0302