SYLLABUS

DATE OF LAST REVIEW: 11/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Introduction to College Reading Skills
COURSE NUMBER: READ0091
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: An assessment score of 35-55 on the COMPASS placement test as administered by the KCKCC Academic Resource Center.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Introduction to College Reading Skills is designed to provide students with opportunities to improve understanding of written materials, reading comprehension strategies, and writing skills. The focus of this course will be on reading comprehension strategies such as vocabulary development, main idea/supportive detail comprehension, and written communications. This is the first class in a sequence of two reading classes.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
I. Introduction to the College Setting
II. Introduction to “SSR” – Sustained Silent Reading Class Participation
III. Vocabulary Strategies
   A. Dictionary Use/Word Recognition Techniques
   B. Structural Analysis
   C. Context Clues
   D. Specialized Vocabulary
IV. Comprehension Strategies
   A. Main Idea
   B. Supporting Details
   C. Interpretive Reading
V. Review of Successful Textbook Strategies
VI. Reading Rate Improvement
VII. Academic Planning/Career Development

EXPECTED LEARNER OUTCOMES:
A. The learner will participate in regular class “SSR” Sustained Silent Reading activities with appropriate and instructor approved reading material.
B. The learner will demonstrate increased reading comprehension through main ideas and supportive details strategies.
C. The learner will increase vocabulary abilities through the use of specific strategies of dictionary use, structural analysis, and context clues.
D. The learner will demonstrate a textbook study/reading method.
E. The learner will apply interpretive reading techniques to various materials.
F. The learner will apply a reading rate improvement strategy.
G. The learner will produce improved writings that demonstrate comprehension of reading assignment with appropriate sentence structure, paragraph development, and proofreading skills.
H. The learner will produce an academic/career paper that can direct student advisement and pre-enrollment.
I. The learner will demonstrate appropriate progress towards reading improvement as measured on the Nelson Denny Reading post-test.

COURSE COMPETENCIES:
The learner will participate in regular class “SSR” Sustained Silent Reading activities with appropriate and instructor approved reading material.

1. The learner will participate in the Nelson Denny Pretest assessment to establish initial reading levels and areas for improvement.
2. The learner will based on the Nelson Denny Pretest assessment, discuss test components and personal results in terms of vocabulary, comprehension, and rate.
3. The learner will participate and record reading activities in the “Silent Sustained Reading” regular class sessions.

The learner will demonstrate increased reading comprehension through main ideas and supportive details strategies.
4. The learner will demonstrate the use of dictionary skills which include definition, syllabication, pronunciation, and derivation to promote vocabulary expansion.
5. The learner will identify, define, and apply common prefixes, suffixes, and roots.
6. The learner will describe strategies used to determine meanings of unknown words from context clues.

**The learner will increase vocabulary abilities through the use of specific strategies of dictionary use, structural analysis, and context clues.**

7. The learner will demonstrate increased levels of general reading comprehension in assigned material through written summaries.
8. The learner will demonstrate through written and oral discussion an increased level of reading comprehension by understanding how to determine main idea, general/specific details, topic sentence, and general paragraph topic.
9. The learner will demonstrate through written and oral discussion an increased level of comprehension through unstated main idea and sequential information.

**The learner will demonstrate a textbook study/reading method.**

10. The learner will identify supportive ideas/details, select major/minor details, and linking transitions in writing based on reading assignments.
11. The learner will utilize basic concepts of critical thinking in reading assignments to include evaluation and prediction in reading assignments.
12. The learner will understand how to apply personal background and knowledge to reading assignments.

**The learner will apply interpretive reading techniques to various materials.**

13. The learner will maintain a personal reading journal of activities included during the class “SSR” assignments.
14. The learner will maintain a personal journal of spelling demons, vocabulary words, and outside reading activities.
15. The learner will describe and utilize a text study strategy.

**The learner will apply a reading rate improvement strategy.**

16. The learner will demonstrate improved writing in discussion of reading comprehension assignments in a minimum of 8 passages.

**The learner will produce improved writings that demonstrate comprehension of reading assignment with appropriate sentence structure, paragraph development, and proofreading skills.**

17. In written essay format, the learner will produce an academic planning/career paper of 5-6 paragraphs, which outlines immediate school and career plans.
18. The learner will participate in a post-test review session.

**The learner will produce an academic/career paper that can direct student advisement and pre-enrollment.**

19. The learner will participate in the Nelson Denny post assessment to determine student progress throughout the semester vocabulary, comprehension, total reading and rate skills.

**The learner will demonstrate appropriate progress towards reading improvement as measured on the Nelson Denny Reading post-test.**

20. The learner will discuss personal results of pre and post test comparison.
21. The learner will meet the numerical requirement established for successful completion of the course.
ASSESSMENT OF LEARNER OUTCOMES:
Students will receive a letter grade for the course. Student mastery of course competencies will be determined by class participation in the “SSR” Sustained Silent Reading activities, midterm and final grades, textbook assignment completion, skills applications, written projects and papers, and attendance. In addition, students will be evaluated pre and post test through written and reading assessments.

A grade of a C or better is required in this class before enrollment in the next level reading class is permitted.

Grading will be based on the following levels of mastery of the stated competencies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
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Individual instructors will determine the grading system for final grades and these will be explained on individual course syllabi.

ATTENDANCE AND WITHDRAWAL POLICY: You are expected to attend and to complete the class. Because this class is essential to student academic success, withdrawal from this class is discouraged. If you do withdraw, you will be required to re-enroll in this class for the next semester.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.