



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title –** Reading Survey II

**Course Prefix and Number –** READ 0307

**Department –** Language Arts

**Division –** C & FA

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture hours# : Lab/other hours #**     3:2:2

**Equated Pay hours for course -** 4

**Course Catalog Description –** Preparatory, non-transfer credit course to improve reading comprehension with emphasis on reading as a thinking process.

**Prerequisites/Co requisites –** According to WCJC developmental placement guidelines, or completion of READ 0306 with a C or better. This course must be passed with a C or better to satisfy TSI requirements. Concurrent enrollment of PSYC 1300.

List Lab/ Other Hours
Lab Hours 2
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Approvals – the contents of this document have been reviewed and are found to be accurate.**

Prepared by Dr. Robin Nealy	Signature 	Date 5/17/2010
Department Head Dr. Robin Nealy	Signature 	Date 5/17/2010
Division Chair	Signature 	Date 5/19/10
Vice President of Instruction or Dean of Vocational Instruction	Signature 	Date 5-20-10



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

Part I Steps to Improving college-level reading skills:

- Vocabulary in context
- Identifying main ideas in a reading assignment
- Identifying supporting details for a main idea
- Transitions
- Patterns of Organization in reading assignment
- Fact and Opinion
- Inferences
- Purpose and Tone

Part II Testing for Reading Skills

- Mastery tests
- Combined skills test

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ol style="list-style-type: none"> <li>1. The student will improve ability to understand meaning of vocabulary in context: contextual clues, structural analysis, figurative language</li> <li>2. The student will be able to find the main idea(s) and details in a written selection: explicit and implicit ideas, supportive ideas</li> <li>3. The student will be able to identify the author's purpose and intended meaning</li> <li>4. The student will be able to draw conclusions from written passages</li> <li>5. The student will be able to differentiate between fact and opinion in a reading assignment</li> <li>6. The student will be able to recognize five different patterns of organization in a reading selection</li> </ol>	<ol style="list-style-type: none"> <li>1. Graded in-class assignments, homework, tests, and lab exercises</li> <li>2. Graded in-class assignments, homework, tests, and lab exercises</li> <li>3. Grade in-class assignments, homework, tests, and lab exercises</li> <li>4. Graded in-class assignments, homework, tests, and lab exercises</li> <li>5. Graded in-class assignments, homework, tests, and lab exercises</li> <li>6. Graded in-class assignments, homework, tests, and lab exercises</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Longan, John. TEN STEPS TO IMPROVE COLLEGE READING SKILLS. New Jersey: Townsend Press, latest edition.

**IV. Suggested Course Maximum - 24**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Developmental lab

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

Approximately three writing assignments (40%); exit level exam (20%); homework and lab exercises (20%), final exam (20%)

A (90-100); B (80-89); C (70-79); D (60-69); F (below 60)

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.