



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 - CFA

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

Prepared by Robin Nealy

Date 5/18/11

Reviewed by department head *Dr. Robin Nealy*

Date 5/24/2011

Accuracy verified by Division Chair Dr. Pam Speights

Date 7/21/2011

Approved by Dean of Vocational Instruction or Vice President of Instruction Lac

Date 11-9-12



I. Topical Outline-

1. Vocabulary in Context: Context clues, examples, synonyms, antonyms
2. Main Ideas: Topic sentence, implied main ideas
3. Supporting Details: major and minor
4. Transitions: word usage
5. Patterns of Organization: Time, Order, Comparison/Contrast, Cause and Effect
6. Summarizing and Outlining
7. Fact and Opinion: reading comprehension and writing
8. Inferences: Literary as well as every day life examples
9. Purpose and Tone: selection, information, persuasion
10. Argument: point and support, fallacies, circular reasoning, other errors in making a case
11. Reading Selections (ten) as outlined by instructor
12. THEA practice tests

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. The student will understand the meanings of words and phrases 2. The student will be able to find the main idea in a reading selection 3. The student will be able to identify a writer's purpose, theme, and intended meaning 4. The student will be able to analyze ideas and use critical reasoning skills in reading comprehension 	<ol style="list-style-type: none"> 1. Classroom and lab exercises, semester exams 2. Successful demonstration in class discussion, lab exercises 3. Specific writing assignments related to reading assignment 4. Semester and final exams, THEA test

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

Longan, John. TEN STEPS TO ADVANCING COLLEGE READING SKILLS. Trenton: Townsend Press, current edition

IV. Suggested Course Maximum - 20

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

Computer 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

Three research (reading) assignments, five exams plus final exam, in-class assignments, lab exercises, THEA reading test

A 90-100
B 80-89
C 70-79
D 60-69
Failing 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.