PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

DEVELOPMENTAL READING
DSPR 0800

Class Hours: 3.0
Credit Hours: 3.0
Laboratory Hours: 2.0
Revised: Summer 2010

Catalog Course Description:

The developmental reading course is the second of two reading courses offered for under-prepared students. It presents effective comprehension techniques for college-level selections. The course emphasizes (a) organizational strategies for retention and recall, (b) typographical devices and cues to the organization of ideas, (c) reasoning and analysis for critical comprehension, (d) flexible reading rate, and (e) vocabulary development activities.

Entry Level Standards:

Scores earned on the placement test and verified by the scores earned on the Nelson-Denny Reading Test will be used to determine placement in the class.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:
PLATO Student Guide

Choose ONE of the following books:


Other Supplies:
- Floppy, cd, or jump drive for saving computer work
- Earphones for computer
- Highlighter

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Course Introduction, Computer Basics, Diagnostic Testing, PLATO Orientation</td>
</tr>
<tr>
<td>3-7</td>
<td>Strategies for Reading Literature; Vocabulary Development (PLATO); Textbook Reading Strategies (PLATO)</td>
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<tr>
<td>8-14</td>
<td>Literary Analysis; Essay Reading Strategies and Fluency Training; Vocabulary Development (PLATO); Textbook Reading Strategies.</td>
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II. Course Objectives*:

A. Students will learn skills to support their success in college-level curricula and to enable them to achieve their educational goals. I, II, III, IV, V, VII

B. Students’ post-test results will show improvement when compared to their pre-test results. I, II, III, IV, V, VII

C. Students who successfully complete the R/D reading program will experience about the same or better success rate in college-level classes as students who did not enroll in the R/D reading program. I, II, III, IV, V, VII

*Roman numerals after course objectives reference TBR’s general education goals.

III. Instructional Processes*:

Students will:

1. Draw upon interactions with other readers to construct meaning from text. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

2. Read a wide range of assigned texts and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts Outcome, History Outcome, Transitional Strategy, Active Learning Strategy*

3. Write appropriate responses to reading, such as reflections, summaries, essays, notes, outlines, graphic organizers, concept maps, graphics. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

4. Develop research skills using the Internet and library sources to find information for oral or
written projects, to build background knowledge, and to evaluate sources. *Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*

5. Develop oral presentation skills to present individual and group information from research. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

6. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in professional manner while in class. *Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*

**IV. Expectations for Student Performance**: 

Upon successful completion of this course, the student should be able to:

1. Read and comprehend a wide range of texts as a means for personal development, for learning across the curriculum, and for solving problems in response to demands of society and the workplace. A, B, C

2. Comprehend text at the literal, interpretive, evaluative, and creative level. A, B, C

3. Draw upon prior experience to construct meaning from text. A

4. Draw upon interactions with other readers to construct meaning from text. A

5. Build receptive and expressive vocabularies through reading. A

6. Use reading process elements appropriately for the text, audience, purpose. A, B, C

7. Recognize conventions of language usage appropriate to purpose and audience. A

8. Use technological and informational resources to gather, evaluate, and synthesize information. A,C

9. Listen, speak, read, and write to accomplish his/her own purpose. A,B,C

10. Understand and practice critical thinking skills as defined in Bloom's Hierarchy of Thinking Skills: knowledge, comprehension, application, analysis, synthesis, evaluation. A,B,C

*Letters after performance expectations reference the course objectives listed above.*

**V. Evaluation:**

A. Evaluation Procedures:

The course is divided into 5 modules, each of which counts 20% of the course:

- Strategies for Reading Literature (Guided Reading)
- Literary Analysis (Independent Reading)
- Essay Reading Strategies
- Textbook Reading Strategies (PLATO)
- Vocabulary Development (PLATO)
B. Grade Breakdown:

1. Students must earn 80% of the possible points in each of the 5 modules and have at least 75% attendance in order to earn a passing grade in the course: A, B, or C. Grades will be assigned in each module according to the following percentages:

   94-100% = A  
   87-93% = B  
   80-86% = C  
   Below 80% = F

2. Students must earn 80% of the possible points in at least 3 modules and have at least 75% attendance in order to earn a grade of E (Extension). This means the student must enroll in and pay for the course again. However, the student will be required to complete only the modules not completed in the first attempt of the course.

3. Students who do not earn 80% of the possible points in at least 3 modules or who miss more than 25% of the class meetings will earn a grade of F. This means the student must enroll in and pay for the course again. However, the student will be required to complete and/or pass only the modules that were not completed and/or passed in the first attempt of the course.

All assignments should be submitted on the dates announced by the instructor. Points are awarded based on quality, accuracy, neatness, and punctuality. Late assignments will be penalized.

No extra credit assignments will be issued in this course.

VI. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Learning, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Learning.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work
- Taking an exam for another student
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor
• Any of the above occurring within the Web or distance-learning environment.

C. Accommodations for Disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 134 or 126 or by phone: 694-6751(Voice/TTY) or 539-7153. More information is available at www.pstcc.edu/departments/swd/.

D. Other Policies:

Withdrawal:
Students placed and enrolled in a DSP course are not permitted to withdraw except for serious circumstances. Students wishing to withdraw should discuss this matter first with their instructor and then must confer with a student development counselor. The counselor will notify the student of the decision to allow him/her to withdraw.