Class Hours: 3.0  Credit Hours: 4.0
Laboratory Hours: 3.0  Date Revised: Spring 00

Catalog Course Description:

The developmental reading course 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 Reference Materials Basic to the Course:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Reading and Thinking About Education</td>
</tr>
<tr>
<td>5</td>
<td>Writing About Educational Experiences</td>
</tr>
<tr>
<td>6-8</td>
<td>Novel Project</td>
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<tr>
<td>9-11</td>
<td>Career Research Project/Oral Presentation</td>
</tr>
<tr>
<td>12-14</td>
<td>Reading and Thinking About Controversial Issues</td>
</tr>
<tr>
<td>15</td>
<td>Writing About Controversial Issues</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam Period</td>
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</tbody>
</table>
II. Course Objectives*:

A. Acquire skills to support student success in college-level curricula and to enable students to achieve their educational goals. I, V, VI

B. Show improvement in post-test results when compared to pre-test results. I, V, VI

C. Achieve similar or better success rate in college-level classes than students not enrolled in the R/D reading program. I, V, VI

*Roman numerals after course objectives reference goals of the English department.

III. Instructional Processes*:

Students will:

1. Draw upon interactions with other readers to construct meaning from text. Communication Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

2. Interview someone from a profession in which student has an interest. Communication Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

3. Read a wide range of assigned texts and participate in class discussion. Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy

4. Write appropriate responses to reading, such as reflections, summaries, essays, notes, outlines, graphic organizers, concept maps, graphics. Communication Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy

5. 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, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

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

7. 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. Personal Development Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’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:

During the semester, students will be evaluated on a variety of lecture and lab assignments. Assignments, point values of assignments, and criteria for evaluating these assignments are explained in a separate document from individual instructors. Assignments should be submitted on the dates indicated on the Schedule of Instruction (provided by individual instructors) or as announced by the instructor. Points are awarded based on quality, accuracy, neatness, and punctuality.

B. Grade Breakdown:

Grades will be assigned according to the following percentages:

94 - 100% of total points possible = A
87 - 93% of total points possible = B
80 - 86% of total points possible = C
below 80% of total points possible = F

VI. Policies:

A. Attendance Policy:

Regular attendance is essential for successful completion of DSR 0810. Attendance will be monitored and recorded by the instructor. Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty, either directly or indirectly through participation or assistance, will be subject to disciplinary sanctions to be determined by the instructor. The instructor has the authority to assign an F or a zero for the exercise or
examination or to assign an F in the course. Academic dishonesty includes the following:
Plagiarism--presenting someone else's words or ideas as your own;
Collusion--allowing other people to write, to revise or to alter significantly the text of an assignment that is supposed to be your work alone.

C. Other Policies:

Promptness is an important characteristic of successful students and employees. Late arrivals are disruptive to the instructor and the other students. Late arrivals rob you, the learner, of the opportunity to prepare yourself to receive information and instructions about class activities. As a result, students are expected to arrive for class before attendance is taken and remain until class is dismissed. Arriving late or leaving early are considered tardies. Three tardies count as one absence.