

**DELAWARE TECHNICAL & COMMUNITY COLLEGE**

**COURSE SYLLABUS**

Campus: Terry

Department: English/Reading/ESL/SPA

Course Number and Title: RDG 051

Instructor Name: Telephone: E-Mail:

Pre-requisites: Required score on the College placement test OR RDG 005, Basic Reading

Co-requisites: None

Course Hours and Credits: 4:0:4

Course Description: A review course designed to improve vocabulary and comprehension skills and to increase reading flexibility. Additional resources are available for skill enhancement.

Text: Langan, J. (2003). *Ten steps to improving college reading skills*. (4<sup>th</sup> ed.). West Berlin, NJ: Townsend Press.

Nist, S., & Mohr, C. (2002). *Improving vocabulary skills* (3<sup>rd</sup> ed.). West Berlin, NJ: Townsend Press.

Materials: None

Method of Instruction: Classroom

Manuals: None

## RDG 051 - Core Course Performance Objectives

1. Read, think, and respond orally or in writing, individually or collaboratively, to interpret and critically evaluate academic texts. (CCC 1, 2, 3, 4)
2. Select language and vocabulary for use in a variety of contexts. (CCC 1, 5)
3. Synthesize information from various sources to demonstrate comprehension. (CCC 2, 5)
4. Vary reading strategies and rate to suit purpose, type, complexity and degree of familiarity with text. (CCC 2, 5)
5. Use additional print sources to enhance student responses to text. (CCC 2, 3)

### **Measurable Performance Objectives**

1. Read, think, and respond orally or in writing, individually or collaboratively, to interpret and critically evaluate academic texts. (CCC 1, 2, 3, 4)
  - 1.1 Use vocabulary in context to identify the meaning of unfamiliar words.
  - 1.2 Classify literal and advanced comprehension skills including:
    - vocabulary
    - recognizing main ideas
    - identifying supporting details
    - recognizing implied main ideas and central points
    - recognizing relationships that involve addition, time, examples, comparison/contrast, and cause/effect
    - distinguishing between facts and opinions
    - making inferences
    - understanding purpose and time
    - evaluating arguments
  - 1.3 Use each reading skill in practices and activities to improve reading, writing, thinking, and speaking.
  - 1.4 Integrate reading skills by reading varied types of material including textbook selections, magazine and newspaper articles.
  - 1.5 Demonstrate reading and thinking skills by showing organization of information in maps, outlines and summaries.
  - 1.6 Score 75% or better on assigned chapters and textbook reading selections.
2. Select language and vocabulary for use in a variety of contexts. (CCC 1,5)
  - 2.1 Infer meanings of words by using context clues in sentences.
  - 2.2 Translate understanding of word meaning by working with words in various formats:
    - sentences
    - paragraphs

- chapter tests
- unit tests
- crossword puzzles

2.3 Use the acquired vocabulary to increase understanding of oral and written communication.

2.4 Demonstrate understanding of vocabulary words by passing eight chapter tests (1/3), four unit tests (1/3), and a post-test (1/3) with a minimum of 75% proficiency.

3. Synthesize information from various sources to demonstrate comprehension. (CCC 2, 5)

3.1 Use an active reading strategy.

3.2 Use reading skills to answer comprehension questions about:

- recalling specific facts
- retaining concepts
- organizing facts
- understanding of main idea
- drawing a conclusion
- making a judgment
- making an inference
- reorganizing time
- understanding character
- appreciating literary forms

3.3 Demonstrate comprehension competence by reading sixteen selections from various sources and answering the questions correctly for each selection with 80% accuracy.

4. Vary reading strategies and rate to suit purpose, type, complexity and degree of familiarity with text. (CCC 2, 5)

4.1 Show a preview process by reading title, opening paragraph, topic sentences and closing paragraphs.

4.2 Identify passage sense by questioning, locating topic sentences and recognizing author's purpose.

4.3 Use fiction and prose selections to integrate strategies and to develop reading rate and comprehension.

- 4.4 Demonstrate reading rate and comprehension of information by reading a minimum of thirty-three timed articles at 250 WPM with 80% comprehension.
5. Demonstrate competency by scoring specific levels of achievement in vocabulary and comprehension on the Nelson-Denny Reading Test, Form G or H.

C Evaluation = 82%

Vocabulary-15 min.		Comprehension-20 min.	
Raw Score		Raw Score	
Form G	38		40
Form H	38		42

B Evaluation = 91%

Vocabulary		Comprehension	
Raw Score		Raw Score	
Form G	44		44
Form H	44		47

A Evaluation = 100%

Vocabulary		Comprehension	
Raw Score		Raw Score	
Form G	49		48
Form H	49		51

Extended Time Evaluations

C Evaluation = 82%

Vocabulary-24 min.		Comprehension-32 min.	
Raw Score		Raw Score	
Form G	44		56
Form H	43		58

B Evaluation = 91%

Vocabulary-24 min.		Comprehension-32 min.	
Raw Score		Raw Score	
Form G	50		58
Form H	50		62

A Evaluation = 100%

Vocabulary-24 min.		Comprehension-32 min.	
Raw Score		Raw Score	
Form G	54		61
Form H	54		64

If there is a discrepancy between vocabulary and comprehension scores, the comprehension score will be used to decide the grade equivalent.

**Evaluation Criteria:**

Your final grade in this course will be determined in the following manner: Average of five (5) Measurable Performance Objectives:

MPO 1	Textbook	20%
MPO 2	Vocabulary	20%
MPO 3	Comprehension	20%
MPO 4	Comprehension/Rate	20%
MPO 5	Nelson-Denny Reading Test	<u>20%</u>
		100%

The following letter grades will be assigned per Terry Campus Grading Policy:

92 - 100	=	A
83 - 91	=	B
75 - 82	=	C
below 74	=	R

**Students are responsible for reading the Student Handbook for further information regarding grading policies, student policies, academic dishonesty policy, and student support services available.**