

SYLLABUS
DEVELOPMENTAL READING 090/091
 (5 Credits)

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“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

“A love affair with knowledge will never end in heartbreak.”

- H.G. Marino

I. COURSE DESCRIPTION

This course is designed to improve basic reading strategies for readers at approximately 10.0 - 12.9 grade level. A variety of reading materials will be used to improve reading skills, study skills and vocabulary. This course is preparation for college-level content courses.

II. COURSE AIMS AND OBJECTIVES

- A. To prepare for college-level content area classes
- B. To increase competency in current/future career
- C. To promote lifelong learning

III. DESIRED STUDENT OUTCOMES

The curriculum of Reading 090 directly addresses Grays Harbor College’s Desirable Student Outcomes:

Outcomes/Goals:	Lit	CT	SPR	UR
Take responsibility for own learning: complete work, attend class, be on time	*	*	*	
Set educational goals			*	
Know purpose for reading	*	*	*	
Understand author purpose	*	*		
Explore diverse perspectives and points of view		*	*	
Use reading as a means to an exchange of ideas	*	*	*	
Engage in appropriate behavior while in class			*	
Participate in group work			*	
Solve problems cooperatively		*	*	
Recognize organizational patterns of writing	*	*	*	
Identify parts of a paragraph, including topic, main idea, and supporting details	*	*		
Create main idea sentence	*	*		*
Create a personal study system	*	*	*	
Recognize and evaluate own reading strategies	*	*	*	
Identify own learning style	*	*	*	
Ask questions to clarify		*	*	
Expand vocabulary	*	*	*	
Improve reading rate	*	*	*	
Prepare for exams	*	*	*	
Use information resources such as dictionary, software, and internet	*	*	*	*
Use college support services to enhance academic performance		*	*	*

Literacy(Lit) Critical Thinking(CT) Social and Personal Responsibility(SPR) Using Resources (UR)

IV. COURSE CONTENT

Topics to be covered:

Strategies for Success
Academic Vocabulary
Paragraph Essentials
Patterns of Organization
Understanding Longer Readings
Inferences
Fact and Opinion
Purpose and Tone
Bias
Argument

V. TECHNIQUE OF INSTRUCTION

- A. Lecture
- B. Small group
- C. Independent
- D. Computer
- E. Brief instructor-student conferences
- F. Homework

VI. ATTENDANCE

Attendance is critical to progress, and attendance during “open lab times” beyond normal class meeting time is encouraged and necessary to allow for time to build reading skills. You are expected to attend class on a daily basis. Attendance makes up 10% of your final grade.

You will be responsible for keeping track of your attendance during the quarter. You will get an attendance sheet at the beginning of the quarter which will be turned in on Mondays throughout the quarter. Attendance turned in late will be worth half credit.

VII. LATE WORK

Class work: You are responsible for getting work in on time. Late work is worth half credit. Any late work should be handed in to Joan Rabung, Instructional Assistant.

Exams: These can be made up only with my approval. It would be essential that you contact me *prior* to the test. Any make-up exam must be completed within one week of initial exam date.

Vocabulary: I will drop the lowest vocabulary test grade for everyone in class in lieu of offering any make-ups. A “0” from a missed test can count as one of the lowest grades.

In-class activities, presentations, and exercises: These can’t be made up.

VIII. LAB

The Reading Lab - Rm. 2206 – is open for use whenever class is not being held.

IX. METHODS OF ASSESSMENT

1. Assigned Work/Discussion & Participation	30%
2. LAB	20%
3. Vocabulary	15%
4. Tuesdays with Morrie	15%
4. Attendance	10%
5. Final Exam	<u>10%</u>
	100%

X. DISABILITIES

If you have a documented disability that might interfere with your ability to fully participate in this class, you may be eligible for accommodations. Please contact Ms. Barker or John Rajcich in the Disability Support Program located on campus in Room 119. Any information regarding disability is kept confidential.

XI. CLASS ENVIRONMENT

You are expected to contribute to the class in a positive way. You are expected to:

Come to class consistently and on time

Treat yourself, each other, and the
instructor with respect

Stay engaged

Participate in class discussions

Refrain from any disruptive behavior, such as cell phone use and
side conversations

“Real poverty is lack of books.”

- Sidonie Gabrielle