

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

I. COURSE NAME AND NUMBER: EDUC 0521 Developmental Reading Laboratory

EDUC 0521

Hours Credit: 1

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Classroom: As assigned, 1008 Office Hours: As posted
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II. COURSE DESCRIPTION:

For students with ACT scores between 15-18 or comparable CPT placement scores. Students work on individualized programs to improve reading skills and strategies identified in testing. DOES NOT COUNT TOWARD GRADUATION. Concurrent enrollment in EDUC 1113 strongly recommended. Laboratory 2 hours.

III. SPECIFIC LEARNING OBJECTIVES:

- A. To improve general and academic vocabulary
- B. To develop basic comprehension and critical reading and thinking strategies required to enable one to comprehend academic and other reading materials.
- C. To achieve a college level score on a reading test to verify successful remediation.

IV. TEACHING STRATEGIES:

Among others, the following teaching strategies will be incorporated as appropriate: lecture, class discussion, group work, individual lab work, etc.
Among others, the following technology will be utilized: PowerPoint presentations, video presentations, online resources for further practice, etc.

V. REQUIREMENTS, AND ASSIGNMENTS:

Specific directions for each activity will be presented in class when due dates are given. **Failure to complete mandatory assignments will result in a failing grade.**

- A. Regular attendance and class participation (MANDATORY)

- B. Complete ALL in-class and homework assignments, and maintain a work folder/ portfolio for ALL in-class and homework assignments (MANDATORY)
- C. Complete pre and post testing on standardized reading tests (pre-NDRT, pre-, midterm- , & post- CPT,) (MANDATORY)
- D. Demonstrate freshman reading level (CPT 78 or higher) by the end of the class (MANDATORY)
- E. The student is responsible for is/her own work. Copying, plagiarism, or other forms of academic dishonesty are not acceptable behaviors. If a student engages in any form of academic dishonesty, action will be taken in accordance with university policy (see Student Handbook).

VI. TEXTBOOK MATERIALS:

Required:

Langan, J. G. (2004). *Ten steps to advancing college reading skills* (4th ed.). West Berlin, NJ: Townsend Press.

Colored 3-prong pocket-folder (color announced in class)

Recommended:

College Level Dictionary

VII. EVALUATION/GRADING:

Your grade in this course will be based on satisfactory completion of all mandatory assignments, accumulated points, **and ability to obtain freshman reading level of 78 or higher on the Computerized Placement Test** (CPT). You will have the opportunity every day for participation points from in-class work. Points will be given for textbook assignments only, if you are present in class with completed work/homework. Points for in-class activities require active participation.

Points will be given for:

In-class/ lab work (2x2x16)	64
Pre, midterm & post testing (4x9)	36
Portfolio/ work folder grade (homework/ mastery tests/ exams)	100
Demonstrated freshman reading level (CPT 78 or higher)	100

Total: 300

In addition to achieving a satisfactory level score on the CPT, the following grading scale will be applied:

270-300	= A
240-269	= B
210-239	= C
180-209	= D
179 and below	= F

Please note: In order to receive a grade of A, B, or C, freshman reading level (78 or higher on the CPT) must be reached. Regent's policy mandates that C is the lowest passing grade for a developmental course.

ALL WORK IS DUE ON THE INSTRUCTED DUE DATE NO LATE WORK WILL BE ACCEPTED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE.

VIII. ATTENDANCE/WITHDRAWAL POLICY:

Roll will be taken daily. Class members are expected to attend ALL class sessions **on time and to be fully prepared**. Participation in classroom discussion and group activities is desirable and expected. The interaction between various members of the class often leads to greater learning than any that could be provided by the instructor alone. Students are responsible for all reading assignments, handouts, visuals, lectures, and presentations.

In the event that you must withdraw from the class, an official withdrawal process must be completed as outlined in the university catalog. Students who cease to attend class and who do not bring an official Cameron drop form for the instructor's signature will receive an "F" in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from giving a "W" in such a circumstance.

Last date to enroll or add a class	Aug 27, 2007
Last date to drop without entry on transcript	Aug 31, 2007
Last date to drop with a full refund	Aug 31, 2007
Last date to withdraw with an automatic "W"	Nov. 14, 2007
Last date to withdraw from a class	Dec. 3, 2007

General Class Policies:

1. Students should not bring children to class as it is against Cameron University policy.
2. Cell phones and pagers should be turned off or placed on silent mode. If you must take a phone call please step into the hallway quietly.
3. Please do **not** text message during class...if your fingers are moving you are not listening. ☺
4. Disruptive behavior in class will **not** be tolerated. A first offense will usually result in a warning. Subsequent instances will result in a written warning, which can lead to formal disciplinary action.

IX. COURSE OUTLINE AND SCHEDULE:

The following calendar is EXTREMELY TENTATIVE. Changes may be made by the professor, as necessary, in order to best meet class instructional needs.

Reading Lab Assignment Schedule
Fall 2007

Date	Assignment	Notes
Week 1	Syllabus, create folder : Fill out information sheet, discuss calendar, DRS, folder and CPT Nelson Denny Form H	If there is no CPT score listed - go over and take the test
Week 2	Discuss test scores and SRA Rate Builders Vocabulary in context Independent lab-work Mastery test & chapter exam	Reminder: Go Take CPT <u>Note: for each chapter you will complete assigned Review Tests and/ or Mastery Tests as homework, Homework points will only be given the day that homework is due (no late work)</u>
Week 3 & Week 4	Main ideas Mod 3 SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam	
Week 5 & Week 6	Supporting details SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam	
Week 7 & Week 8	Implied main ideas and central point SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam Mid-term CPT	
Week 9 & Week 10	Relationships I & II SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam	
Week 11 & Week 12	Fact & opinion SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam	
Week 13 & Week 14	Inferences SRA Rate Builder Independent lab-work as assigned Mastery test & chapter exam	
Week 15	Purpose & tone SRA Rate Builder	Please Note: CPT Testing is available

	Independent lab-work as assigned Mastery test & chapter exam	on Monday & Thursday 9:30 AM & 2:30 PM at the Testing Center, South Shepler, 3 rd Floor
Week 16	Post CPT	
Please note:	Courses which are primarily labs will take examinations during regular lab period	

ADA Statement:

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

X. BIBLIOGRAPHY:

Jacobus, L. A. (1988). *Improving College Reading (5th Ed.)*. New York: Harcourt Brace.

Langan, J. (2003). *Ten Steps to Building, Improving and Advancing College Reading Skills (4th Ed.)*. New Jersey: Townsend Press.

Lenier, M. & Maker, J. (1991). *College Reading (3rd Ed.)*. California: Wadsworth.

McWhorter, K. T. (2005). *Essential Reading Skills (2nd Ed.)*. New York: Pearson Longman.

Morris, H. F. (1989). *EDL Word Clues*. South Carolina, Educational Developmental Laboratories.

Nist, S. & Mohr, C. (2002). *Building, Improving and Advancing Vocabulary Skills (3rd Ed.)*. New Jersey: Townsend Press.

Olsen, A. E. (2005). *Active Vocabulary: General and Academic Words (2nd Ed.)*. New York: Pearson Longman.

Rubin, D. (2004). *One Year of Words*. New York: Pearson Longman.

Schmelzer, R. V. & Christen, W. L. (1989). *Reading and Study Skills*. Iowa: Kendall Hunt.

Spargo, E. (1998). *Timed Reading Plus*. New York: Glenco/McGraw-Hill.