



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students.** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Developmental Reading I and II

Course Prefix and Number

DEVL 0306
DEVL 0307

Department – Division

Language Arts

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
Developmental
- **Academic TVCC Core Course**
- **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
	3	2

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

Devl. 0306 (placement below eighth reading level emphasizes reading skills and concepts which will be practiced in the reading lab. It concentrates on vocabulary, comprehension, and reading rate. Devl. 0307 (placement at reading levels eight through ten.) – Emphasizes higher level comprehension skills, including inference and analytical reading skills; listening and study skills; and secondary vocabulary. Application of these skills to course work is a major part of the class.

Prerequisites/co requisites

Topical Outline

Introduction to the course with standardized testing during the first two weeks of class.

- A. Vocabulary in Context
- B. Main Idea
- C. Supporting Details
- D. Implied Main Idea and the Central Point
- E. Relationships I
- F. Relationships II
- G. Fact and Opinion
- H. Inference
- I. Purpose and Tone
- J. Argument

Course Learning Outcomes

Upon the completion of Devl 0306, the student will be able to demonstrate:

1. Competence in vocabulary skills including context clues, unfamiliar and uncommon words and phrases, and figurative expressions.
2. Competence in understanding the main idea and supporting details including identifying stated and implied main ideas and distinguishing between major and minor details.
3. Competence in identifying a writer's purpose and point of view including stated or implied purpose for writing, audience, and using the content, word choice, and method of development of a passage to determine purpose.
4. Competence in reading comprehension and rate demonstrated by an improved reading level and an increased rate.

Upon the completion of Devl 0307, the student will be able to demonstrate:

1. Competency in vocabulary, main idea and purpose skills emphasized in Devl 0306.
2. Competence in analyzing relationships among ideas including sequence, cause/effect, ideas in opposition, and drawing conclusions or inferences from passages.
3. Competence in using critical reasoning skills including stated or implied assumptions, validity of a writer’s argument, judging relevance of facts, analogies, fact/opinion, and objectivity of written material.
4. Competence in study skills including organizing and summarizing for study purposes, following written instructions or directions, and interpreting information in charts, graphs, or tables.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an “X”	General Education Outcome
	A. To communicate clearly and effectively in both oral and written English.
X	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
	J. To develop skills and strategies to become an engaged learner.

Required Text(s)

Ten Steps to Improving College Reading Skill (in the fall semester), and Ten Steps to Advancing College Reading skills (in the spring semester), by John Langan, 4th edition.

Optional Text(s)

Pre Thea Study Guide

Material/Technology to be supplied by the student.

Text book, pen, paper, presence in the classes, both lecture and lab.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The students must purchase a text book since a majority of the exercises come from the text. The student must attend 3 hours of lecture, 2 hours of lab per week, and abide by the developmental absent policy. The final grade is a combination of 60% lecture grades and 40% lab grades. The lecture teacher gives the final grade. The lecture grade and lab grade will be recorded as the same grade when turned into the registrar.

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date