



Course Syllabus

BREA 0201 – BASE Reading Skills

Revision Date: December 8, 2015

Catalog Description: Development of reading and higher order thinking skills necessary for college readiness. This Intervention is designed specifically for students assessed at BASE levels 3-4 and must be part of a student's co-enrollment (co-requisite) enrollment: •as a mainstreamed intensifier providing contact hours for additional, just-in-time instructional support for the student's success in the developmental reading course. Will not meet graduation requirements. Co-enrollment in READ 0301 required. (0-2-2).

Lecture hours = 0, Lab hours = 2

Prerequisites: Placement Examination

Semester Credit Hours: 2

Lecture Hours per Week: 0

Lab Hours per Week: 2

Contact Hours per Semester: 32

State Approval Code: 32.0108.67 12

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No: If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information
 - CT1: Generate and communicate ideas by combining, changing, or reapplying existing information
 - CT2: Gather and assess information relevant to a question
 - CT3: Analyze, evaluate, and synthesize information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
 - CS1: Develop, interpret, and express ideas through written communication
 - CS2: Develop, interpret, and express ideas through oral communication
 - CS3: Develop, interpret, and express ideas through visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
 - EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion

- EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion
- Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
 - TW1: Integrate different viewpoints as a member of a team
 - TW2: Work with others to support and accomplish a shared goal
- Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making
 - PR1: Evaluate choices and actions and relate consequences to decision-making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
 - SR1: Demonstrate intercultural competence
 - SR2: Identify civic responsibility
 - SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to increase reading comprehension, vocabulary, and fluency as well as to develop effective study skills.

Learning Outcomes: *[from the ACGM catalog]*

Upon successful completion of this course, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.

Course Content:

The purpose of this course is to provide students with opportunities to improve reading comprehension, vocabulary, and fluency, and to develop effective study skills. After studying the material presented in this course, the student will meet the following objectives with at least 70% mastery, as evidenced by performance on course assignments:

1. *Locate information, analyze, and draw inferences from texts of varying length and genre.
2. *Apply strategies to develop and expand vocabulary.
3. Use strategies to increase reading fluency.
4. *Read from a variety of texts and sources.
5. *Apply strategies to analyze and understand information in content area textbooks.
6. Analyze personal reading challenges and habits and plan for remediation.

Content Objectives:

1. Practice active reading strategies before, during, and after reading.
2. *Develop vocabulary strategies, including analyzing word parts, defining words in context, and using dictionaries.
3. Examine the tone of reading selections.
4. *Use strategies for analyzing texts—identifying topics/thesis sentences, identifying main ideas, recognizing supporting details. .

5. Recognize patterns of organization—time order, space order, definitions, examples, cause/effect, comparison/contrast, classification, signal words.
6. *Analyze textbooks—survey chapters, practice note-taking, use supplemental resources, interpret visuals.
7. Apply critical thinking skills to improve reading proficiency.
8. *Analyze fact and opinion.
9. *Summarize and paraphrase selections to enhance comprehension.
10. *Determine the author's purpose and intended audience.
11. *Draw and support inferences.

*Denotes alignment with Texas College Readiness Standards.

Methods of Instruction/Course Format/Delivery:

Co-Enrollment Requirement: Students are required to enroll in READ 0301.

Technical Skill Requirements: Students enrolled in READ 0301 should be prepared to:

- Use a web browser
- Use MS WORD (available in labs)
- Access and use the Canvas Learning Management
- Access and use the publisher's website resources
- Use email within Canvas to communicate with instructor
- Send an email attachment
- Download appropriate files
- Upload files to Canvas

Course Format

This is a special lab based course in which you will work on improving math skills necessary to successfully complete Developmental Reading and Writing courses. The instructor will be present during the class to provide individual, small group, or whole class instruction.

Class Attendance

This course requires spending the equivalent of 2 lecture hours (100 minutes) per week in the reading lab and participation in the lab will be included in calculating the semester average for this course. Students must sign in and attendance will be monitored. This time is designed to be utilized studying/practicing skills taught in the developmental reading classes and reinforcing basic skills needed to succeed in reading and writing classes. An instructor or tutor will be present in the lab at scheduled times to provide assistance and individual instruction. **NOTE: IF YOU DO NOT ATTEND LAB 70% OF THE REQUIRED TIME, YOU WILL FAIL THE COURSE.**

Attendance Policy – Student Handbook

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up the work missed. When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for nonattendance after they have accumulated the following number of absences:

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attending a class without officially withdrawing from that class will be given a failing grade; the student must follow official withdrawal procedures in the Student Success Center. See the Pathfinder Student Handbook. <https://www.panola.edu/student-success/documents/pathfinder.pdf>

Withdrawing from a course:

It is the responsibility of the student to withdraw from or drop a course. A student interested in doing so should consult the Academic Calendar to determine the last day to drop. The student must follow official withdrawal procedures in the Student Success Center. Be advised that according to legislation, students in the state of Texas will only be allowed to drop 6 courses over the tenure of their academic endeavors. Think carefully and meet with the instructor before withdrawing from any course. However, if you do not drop the course and you stop attending, you will likely receive an "F" for the course.

Classroom Etiquette:

Students are expected to be respectful of the beliefs of others. This includes sensitivity to cultural, familial, language, and manifestations of dress indicative of a global community. Further, students are expected to maintain standard classroom decorum which includes taking turns in speaking, not talking out, attacking other students or faculty either physically, verbally, or emotionally. All language and comments should be appropriate for a community college classroom. Virtual etiquette will not deviate from that required in face to face instruction. Distractions to the concentration of fellow students should be avoided. This includes arriving late or leaving early. Cell phones and other electronic devices should not be in use during class or lab. These items should not be visible during class and should be turned off or placed on vibrate. Food or drinks (with the exception of water) are distractions and should not be brought to class or lab.

Academic Dishonesty:

Academic Dishonesty will not be tolerated at any level. Academic Dishonesty is defined as the act of or an attempt to pass off someone's work as your own. It also includes resubmitting work that you submitted in a previous course. Likewise, sharing answers with others, or bringing in unapproved outside resources into an exam is considered a breach of academic honesty. Additionally, the use of cell phones to send, receive, or retrieve any material related to assignments or assessments in the course during the class is also considered a breach.

Should a professor find a student in the act of being dishonest, the student will be subject to an automatic zero for the assignment. Repeated attempts or acts of dishonesty may result in the dismissal from the course with a grade of F attributed.

Electronic Devices: Cell phones, MP3 players, and other electronic devices will not be used during class times. Use of internet sites will be limited to assigned activities.

Assessment:

**Note that your grade in BREA will be based on your grade in READ 0301. Grades for READ 0301 are determined by the following rubric.

The following assignments will be used to calculate the student's final grade:

- Daily assignments—vocabulary, reading, writing, reinforcement activities
- Attendance and Participation
- Quizzes

- Reading Log
- Weaver Reading Program
- Class Portfolio
- Exams,
- Comprehensive Final Exam

Course Grade:

Grades will be assigned as follows, based on completion of course requirements:

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 35%
		Attendance/Participation = 15%
70-79%	C	
60-69%	D	
Below 60%	F	

TEXAS SUCCESS INITIATIVE (TSI): *You must have a C or better to complete your TSI requirements or pass the Reading Section of the New TSI Assessment.* Students who pass the Reading Section of the New TSI Assessment can choose to withdraw from the course immediately and receive either their current grade or a W or they may choose to finish the semester and receive the grade earned based on the grading schedule.

You must have a C or better to complete your TSI requirements!!!

Q Grade: Students who fail to master the educational objectives of the course but complete the semester showing progress in the discipline will be assigned a Q grade. This grade will prevent a student from receiving a grade of F. To receive a Q grade, a student:

1. Must have no more than 5 absences to a MWF class or no more than 3 absences to a TR class.
2. Must have no more than 5 unresolved tardy marks.
3. Must have attended BREA at least 90% of the required time.
4. Must have completed at least 90% of assigned work.
5. Must not have violated the Academic Dishonesty policy published in each Developmental Education Syllabi.

If a student is awarded a “Q” they must repeat the same course the next long semester or retake and pass a TSI assessment before the next long semester begins. The repeated class will receive the grade earned, but the “Q” from the previous semester will not be amended. Students who are TSI deficient in two or more areas may not skip a semester if a grade of “Q” is attributed. Receiving a “Q” can only occur once per developmental course.

Texts, Materials, and Supplies:

***Note that these are the same as those for READ 0301**

Weaver Reading Online Program provided by Panola College

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>