Catalog Description: Development of reading and higher order thinking skills necessary for college readiness.

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: 32.0108.61 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 X 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:
This non-course based option is designed to offer support in reading skills to those who do not successfully qualify as college-ready in reading but score within approximately 10-12% of the college-ready score. Students will be enrolled concurrently with freshman level courses.

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 mnemonic devices/strategies.
3. *Use strategies for analyzing texts—identifying topics/thesis sentences, identifying main Ideas (stated and implied), recognizing supporting details.
4. Recognize patterns of organization—paragraph patterns, time order, space order, 
definitions, examples, cause/effect, comparison/contrast, classification, signal words.
5. *Analyze textbooks—survey chapters, practice note-taking, use supplemental resources, 
   Interpret visuals.
6. Apply critical thinking skills to improve reading proficiency.
7. *Analyze fact and opinion.
8. Examine the tone of reading selections.
9. *Summarize and paraphrase selections to enhance comprehension.
10. *Determine the author’s purpose and intended audience.
11. *Draw and support inferences.
12. *Analyze the strength of the author’s evidence, logic, and credibility in presenting information.

*Denotes alignment with Texas College Readiness Standards.

Methods of Instruction/Course Format/Delivery:

Students will:
1. Read selections as assigned
2. Use Canvas to access assignments and course materials
3. Use Pearson My Foundations Lab website to complete assignments.
4. Locate information in the library databases or on the internet when assigned.
5. Use Canvas as email to communicate with the instructor.
6. Complete assignments and exams, including quizzes.

ATTENDANCE: Attendance will be taken at each class meeting and students are expected to attend all class 
sessions.

COMMUNICATING WITH INSTRUCTOR:
Please use the email within Canvas to communicate with the instructor.

When using this address, please include the proper subject line and your name in the email. If you do not receive a 
reply, you should RESEND. If there is still no reply, please call. Remember that the instructor has specific hours 
on campus and may not always be available.

CLASSROOM ETIQUETTE: Students are expected to be respectful of other students’ views.
Comments and languages should be appropriate for a college classroom.

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:
Post Test Exams** 60%
Notes 10%
Assignments /My Foundations Lab 15%
Participation/Attendance 15%

Course Grade:
Letter Grades for NCBR will be assigned as follows:

A: 90 ≤ Average ≤ 100
B: 80 ≤ Average < 90
C: 70 ≤ Average < 80
D: 60 ≤ Average < 70
F: 00 ≤ Average < 60
Q: 00 < Average < 60 (and meets guidelines below)

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.

WITHDRAWING FROM CLASS:
If you choose not to complete the course, please complete the WITHDRAWAL procedure in the Records Office. Withdrawing from a course is the student’s responsibility.

Texts, Materials, and Supplies:

TECHNICAL SKILL REQUIREMENTS
Students enrolled in READ 0302 should be prepared to:
1. Use a web browser
2. Use MS Word (available in labs)
3. Access and use the Canvas Learning Management System
4. Access and use the My Foundations Lab web site resources
5. Send an email with attachment
6. Download appropriate files
7. Upload files to Canvas

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.