Course Change Request

Date Submitted: 12/20/17 5:12 pm

Viewing: ASCC SLCX-003 : Basic Reading Skills BASIC-READING

Formerly Known As: SLCX 003

Last edit: 12/22/17 9:52 am

Changes proposed by: bari

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bari Brookins</td>
<td><a href="mailto:bari@tamu.edu">bari@tamu.edu</a></td>
<td>979-458-0693</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

The proposed changes are part of a routine curriculum review.

Other rationale

The proposed changes are to align the existing course prefix (SLCX) with the new departmental code.

Course prefix ASCC SLCX

Department TASP/TSI Administration

College/School Center for Acad Enhancement

Academic Level Undergraduate

Undergraduate course level justification (Select One)

Academic Level Non-Credit

Effective term 2018-2019

Complete Course Title Basic Reading Skills BASIC-READING-SKILLS-NCB

Abbreviated Course Title BASIC READING SKILLS SKILLS-NCB

Catalog course description

Individualized instruction in reading based on an analysis of the student's reading comprehension skills; study and practice of reading strategies designed to increase reading comprehension skills. May not be used for credit toward a degree.

Prerequisites and Restrictions

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No

Stacked No

Semester Credit 0-3 0

Contact Hour(s) (per week): Lecture: 0 Lab: 0 Other: 0-3 0 Total: 0-3 0

In Workflow

1. TSPX Department Head
2. Curricular Services Review
3. AE College Dean
4. UCC Preparer
5. UCC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 12/21/17 4:00 pm
   Joel McGee (jmccgee): Approved for TSPX Department Head

2. 12/22/17 9:24 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 12/22/17 9:37 am
   Ann Kenimer (a-kenimer): Approved for AE College Dean

4. 12/22/17 9:45 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer

5. 02/05/18 2:01 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
### Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
<th><strong>Upload syllabus</strong></th>
<th>ASCC 003.docx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
<td></td>
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</table>
Sandra Williams (sandra-williams) (12/01/17 12:41 pm): Rollback: As requested.
Sandra Williams (sandra-williams) (12/20/17 1:57 pm): Rollback: Updates needed: The Semester Credit Hour field shows 0-3, however, the Lecture field shows 1-3. These should be the same in both places. The syllabus still shows "SLCX" listed but it should have the new prefix "ASCC." "Course Objectives" should be listed as "Course Outcomes". Correct Aggie Honor Code website link missing.
Joel McGee (jmcgee) (12/20/17 4:31 pm): Rollback: Make needed changes.
Sandra Williams (sandra-williams) (12/22/17 9:24 am): Update received.
Jon Jasperson (jon.jasperson) (01/27/18 6:13 pm): if "practice Accuplacer/post-semester tests" is the final exam, week 15 on the schedule is okay. Otherwise, the schedule should only have 14 weeks of content.
Sandra Williams (sandra-williams) (02/05/18 2:01 pm): UCC approved February 2018.
Instructor: Sharon Haigler  
Office Hours: 7:30 a.m. – 3:30 p.m.  
Office: 1007 Rudder Tower  
Reading ISL: 1006 Rudder Tower  
Email: s-haigler@tamu.edu

Course Description:
The Reading Skills course is designed to develop additional skills needed for compliance with the Texas Success Initiative. Instruction is based on the student’s skill level and progression with graded assignments. The ultimate goal in this course is to provide the students with skills that are needed for succeeding in college-level academics. A secondary goal is the assist the students with the skills necessary for passing the ACCUPLACER reading test. As soon as the Instructor determines that the student is ready to take and pass the test, he or she will be asked to register for and to take the test.

Learning Outcomes:
At the end of your instruction you should be able to:
- Enter into an succeed in a college-level reading intensive course;
- Pass the ACCUPLACER reading test;
- Utilize strategies for determining word meaning within the context;
- Determine the main idea or central point, and the major and minor supporting details of a passage;
- Recognize patterns of text organization and identifying relationships through transition words;
- Read critically taking in consideration fact and opinion, drawing inferences, evaluation of common argument techniques, and determination of the author’s purpose and tone.

Required Reading:
Coursework is assigned from one of the following textbooks authored by John Langan:

The ISL provides these textbooks.
Grading Policy:

GRADING SCALE:

Out of 860 assignable points
A = 774-860 points
B = 688-773 points
C = 602-687 points
D = 516-601 points
F = <516 points

The overall grade in the course will be calculated as follows:

REVIEW TESTS - 600
QUIZZES - 60
VOCABULARY ASSESSMENTS - 200

For those students who are enrolled on an S/U basis, 602 or more points will equate to a final grade of S; points totaling less than 602 will equate to a final grade of U.

REVIEW TESTS: Upon completion of each reading skills assignment, students will complete a Review Test of the specific skill studied. Each Review Tests is worth 100 points. Throughout the semester, students must successfully complete a minimum of six (6) Review Tests (70% or better).

QUIZZES: Upon successful completion of each Review Test, students will take a quiz over the target reading skill. A minimum of six (6) quizzes should be completed over the course of the semester. Each quiz will consist of 10 questions and will account for 10 points.

VOCABULARY TESTS: Students will complete ten weekly vocabulary assignments, which carry no point values. However, over the course of the semester, there will be TWO vocabulary quizzes each covering a series of five assignments (chapters). Each quiz carries a point value of 100.

Attendance:
Attendance in this state-mandated course is mandatory. A student is allowed three unexcused absences (totaling the equivalent of 150 minutes) per semesters. Absences beyond this point are considered excessive. Each excessive unexcused absence will result in a deduction of 10 points from the final grade. Two or more excessive absences may result in the student’s withdrawal from Texas A&M University. Roll will be taken during the first two minutes of class. Students who enter the classroom 10 minutes or more after the class’ beginning will be considered absent regardless of whether they remain or not. Three tardies equal one absence.

Excused absences must be documented according to University policy, and this documentation must be presented to the teacher upon the student’s return to class.
[See Student Rule 7 at http://student-rules.tamu.edu/rule07.] With excused absences, make-up work will be accepted within three (3) class periods following the absence. It is the student’s responsibility to inquire about missed work.

**Student’s Code of Conduct:**
Students should behave as if they were in a professional environment. As adults, students are responsible for:

- Asking question(s) when assignments are not clear;
- Asking for activities when current assignments are complete;
- Keeping track of their own work;
- Keeping aware of the requirements for the ACCUPLACER;
- Keeping regular attendance and participation.

Academic dishonesty will not be tolerated in this or any other course at Texas A&M University. Such actions include, but are not limited to, copying another student’s work, attempting to take credit for another’s work, giving or receiving assistance on tests or other assignments within the class.

Any student involved in academic dishonesty will be penalized in accordance with published University Rules.

**Know the Code:** “An Aggie does not lie, cheat or steal, or tolerate those who do.”
For more information go to: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services in the Disability Services building at the Student Services at White Creek Complex on West Campus or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).
**TENTATIVE ASSIGNMENT SCHEDULE**

**VOCAB** = Improving Vocabulary Skills  
**TEN STEPS** = Ten Steps to Improving/Advancing College Reading Skills  
**ADVANCED** = Ten Steps to Advanced College Reading  
**CONNECTION** = The Advanced Reading-Writing Connection

Assignments may vary for each student. The following table represents a framework for the semester’s topics. Assignments are due at the end of class on the last day of the week in which they are scheduled; however, students may submit their work prior to the due date and proceed with the next assignment. Quizzes are completed immediately upon reception of graded Review Tests.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>TEXT REFERENCE</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation &amp; diagnostic testing</td>
<td>***</td>
<td>Complete diagnostic test</td>
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</tbody>
</table>
| 2    | Vocabulary 1  
Vocabulary in Context | **VOCAB** Cp.1  
**TEN STEPS** Cp. 1 | Complete 4-part sections of Chapter 1  
Complete Review Tests 1 – 4 & quiz |
| 3    | Vocabulary 2  
Main Idea | **VOCAB** Cp. 2  
**TEN STEPS** Cp. 2 | Complete 4-part sections of Chapter 2  
Complete Review Tests 1 – 4 & quiz |
| 4    | Vocabulary 3  
Supporting Details | **VOCAB** Cp.3  
**TEN STEPS** Cp. 3 | Complete 4-part sections of Chapter 3  
Complete Review Tests 1 – 4 & quiz |
| 5    | Vocabulary 4  
Relationships I | **VOCAB** Cp.4  
**TEN STEPS** Cp. 5 | Complete 4-part sections of Chapter 4  
Complete Review Tests 1 – 4 & quiz |
| 6    | Vocabulary 5  
Relationships II | **VOCAB** Cp.5  
**TEN STEPS** Cp. 6 | Complete 4-part sections of Chapter 5  
Complete Review Tests 1 – 4 & quiz |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topics</th>
<th>Ten Steps</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>WEEK 7</td>
<td>• Vocab Quiz</td>
<td>Ten Steps</td>
<td>Complete Review Tests 1 – 4 &amp; quiz</td>
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<td></td>
<td>• Fact &amp; Opinion</td>
<td>Cp. 7, 4th Ed</td>
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<tr>
<td>WEEK 8</td>
<td>• Vocabulary 7</td>
<td>Vocab Cp. 7</td>
<td>Complete 4-part sections of Chapter 7</td>
</tr>
<tr>
<td></td>
<td>• Inferences</td>
<td>Ten Steps</td>
<td>Complete Review Tests 1 – 4 &amp; quiz</td>
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<tr>
<td></td>
<td></td>
<td>Cp. 7, 6th Ed</td>
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<tr>
<td>WEEK 9</td>
<td>• Vocabulary 8</td>
<td>Vocab Cp. 8</td>
<td>Complete 4-part sections of Chapter 7</td>
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<td>• Argument</td>
<td>Ten Steps</td>
<td>Complete Review Tests 1 – 4 &amp; quiz</td>
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<td>Cp. 9</td>
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<td>WEEK 10</td>
<td>• Vocabulary 9</td>
<td>Vocab Cp. 9</td>
<td>Complete 4-part sections of Chapter 8</td>
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<td>• Purpose &amp; Tone</td>
<td>Ten Steps</td>
<td>Complete Review Tests 1 – 4 &amp; quiz</td>
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<td></td>
<td>Cp. 8</td>
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<tr>
<td>WEEK 11</td>
<td>• Vocabulary 10</td>
<td>Vocab Cp. 10</td>
<td>Complete 4-part sections of Chapter 9</td>
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<td></td>
<td>• Critical Reading</td>
<td>Ten Steps</td>
<td>Complete Review Tests 1 – 4 &amp; quiz</td>
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<td>Cp10</td>
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<tr>
<td>WEEK 12</td>
<td>• Vocabulary 11</td>
<td>Vocab Cp. 11</td>
<td>Complete 4-part sections of Chapter 10</td>
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<td></td>
<td>• Combined Skills Tests 1 - 5</td>
<td>Ten Steps</td>
<td>Complete Combined Skills Tests 1 – 5</td>
</tr>
<tr>
<td>WEEK 13</td>
<td>• Vocab Review</td>
<td>Vocab Tests</td>
<td>Complete Combined Skills Tests 6 - 10</td>
</tr>
<tr>
<td></td>
<td>• Combined Skills Tests 6-10</td>
<td>Ten Steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• More about Summarizing/Outlining</td>
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<tr>
<td>WEEK 15</td>
<td>Practice Accplacer/post-semester tests</td>
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<td>Complete given tests</td>
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