



Course Syllabus

READ 099 AD – Preparation for College Reading

3 Credit hours

I. COURSE DESCRIPTION

Develops and strengthens basic reading skills including structural analysis, contextual analysis, reading comprehension, and inference skills. Vocabulary development is stressed as well as use of aids to reading.

Prerequisites: None

II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

<i>Spiritually alive</i>	Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior
<i>Intellectually alert</i>	Critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity
<i>Physically disciplined</i>	Healthy lifestyle; physically active lifestyle
<i>Socially adept</i>	Communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity
<i>Professionally competent</i>	Discipline-specific proficiencies listed under Program Outcomes.

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

III. COURSE GOALS

The purpose of this course is to develop reading comprehension and vocabulary skills to enable students to understand what they read, find information from what they read and interpret what they read.

IV. COURSE OBJECTIVES

After successfully completing this course, I should be able to:

1. Use contextual clues to determine the meaning of words.
2. Use structural analysis to aid decoding and to determine the meaning of words.
3. Read for the main idea, find facts, distinguish between major and minor details, and note sequence in material.
4. Interpret fact and opinion, and use inference to "read between the lines" and make judgments
5. Summarize and underline material read.
6. Use aids to reading such as previewing and visual aids.
7. Determine an author's purpose and tone.

V. TEXTBOOK AND OTHER LEARNING RESOURCES

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

The ORU Bookstore carries print as well as eTexts of assigned textbooks.

<http://www.bkstr.com/oralrobertsstore/home>

Required Materials

Textbook:

Langan, John. *Ten Steps to Improving College Reading Skills*. 5th ed. New Jersey: Townsend Press, 2008. ISBN: 9781591942900

Comodromos, Eliza, and Paul Langan. *Advancing Vocabulary Skills*. 5th ed. New Jersey: Townsend Press, 2018. ISBN: 9781591944362 (*includes 9 books*)

Optional Materials

None

VI. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
4. **Whole Person Assessment Requirements:**
 - a. Specify which, if any, Whole Person Assessment requirements there are for this course.
None for this course.

B. School and/or Department Policies and Procedures

1. **Class Assignments**
 - a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Late Work**
 - a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.
3. **Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

C. Online Programs Policies and Procedures

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.

2. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.

3. **ADA and Students with Disabilities:**

- Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
- Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
- Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
- D2L Accessibility Policy: <https://www.d2l.com/accessibility/>

4. **Useful Links for Online Students:**

- [Student Learning Glossary](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
- [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. **Course Policies and Procedures**

1. **Evaluation Procedures:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are offered in this course.

Grade Weight	Category
25%	Text reading assignments
25%	Test reading selections
25%	Vocabulary assignments and quizzes
15%	Attendance/ Participation
10%	Reading Final

2. **Grading Scale:**

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

3. **Other Policies and/or Procedures**

None

VII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course. Further descriptions for activities and assessments are in their respective weeks in D2L. When applicable, ¥ Indicates this is a Whole Person Assessment item that is also submitted to the E-Portfolio system. † indicates this is a faith integration item tracked by the program.

Week 1	Vocabulary in Context	Reading Skills	Townsend Press Vocabulary
	Introduction to D2L & Class	--	--
	Lecture & Video on Chapter 1, story reading questions	Chap 1	--
	Quiz: Chapter 1 (Vocabulary in Context) Exercise 1	Chap 1	--
	Quiz: Chapter 1 (Vocabulary in Context) Exercise 2	Chap 1	--
	Quiz: Chapter 1 (Vocabulary in Context) Mastery Test 2	Chap 1	--
Week 2	Main Ideas	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	Chap 2	--
	Lecture & Video on Chapter 2, story reading questions	Chap 2	Chap 1-2
	Quiz: Chapter 2 (Main Ideas) Exercise 2	Chap 2	--
	Quiz: Chapter 2 (Main Idea): Mastery Test 2	Chap 2	--
	Quiz: Chapter 2 (Main Idea): Mastery Test 3	Chap 2	--
Week 3	Supporting Details	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 3-5
	Lecture & Video on Chapter 3, story reading questions	Chap 3	--
	Quiz: Chapter 3 (Supporting Details) Exercise 2	Chap 3	--
	Quiz: Chapter 3 (Supporting Details) Mastery Test 2	Chap 3	--
Week 4	Implied Main Ideas	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 6-8
	Lecture & Video on Chapter 4, story reading questions, prepare for Test: Ch. 1-4	Chap 4	--
	Quiz: Chapter 4 (Implied Main Ideas) Exercise 1	Chap 4	--

	Quiz: Chapter 4 (Implied Main Ideas) Mastery Test 1	Chap 4	--
Week 5	Reading Test 1	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 9-11
	Quiz: Reading Test 1	Test: Chap 1-4	--
Week 6	Relationships I & II	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press); prepare for Vocab Test 1		Chap 13-16
	Lecture & Video on Chapter 5-6, story reading questions;	Chap 5-6	--
	Quiz: Chapter 5 (Relationships I): Exercise 1	Chap 5	--
	Quiz: Chapter 5 (Relationships I): Mastery Test 1	Chap 5	--
	Quiz: Chapter 5 (Relationships I): Mastery Test 3	Chap 5	--
	Quiz: Chapter 6 (Relationships II): Exercise 2	Chap 6	--
	Quiz: Chapter 6 (Relationships II): Mastery Test 1	Chap 6	--
	Quiz: Chapter 5-6 (Relationships I & II): Mastery Test 1	Chap 6	--
Week 7	Inferences and Vocab Test 1	Reading Skills	Townsend Press Vocabulary
	Quiz: Vocab Test 1	--	Chap 1-11, 13-16
	Lecture & Video on Chapter 7, story reading questions	Chap 7	--
	Quiz: Chapter 7 (Inferences): Exercise 1	Chap 7	--
	Quiz: Chapter 7 (Inferences): Exercise 2	Chap 7	
	Quiz: Chapter 7 (Inferences): Mastery Test 1	Chap 7	
	Quiz: Chapter 7 (Inferences): Mastery Test 4	Chap 7	
Week 8	Purpose and Tone	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 17, 19, 20
	Lecture & Video on Chapter 8, story reading questions, prepare for Reading Test 1 (Chapters 5-8)	Chap 8	--
	Quiz: Chapter 8 (Purpose and Tone): Exercise 1	Chap 8	--
	Quiz: Chapter 8 (Purpose and Tone): Exercise 2	Chap 8	--

	Quiz: Chapter 8 (Purpose and Tone): Mastery Test 1	Chap 8	--
	Quiz: Chapter 8 (Purpose and Tone): Mastery Test 3	Chap 8	--
Week 9	Reading Test 2	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 21-23
	Reading Test 2 (Chapters 5-8)	Test: Chap 5-8	--
	Discuss Project Presentations	--	--
Week 10	Argument	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chapter 25-26
	Lecture & Video on Chapter 9, story reading questions	Chap 9	--
	Present Project Presentations	Project Presentations	Project Presentations
	Quiz: Chapter 9 (Argument): Exercise 1	Chap 9	--
	Quiz: Chapter 9 (Argument): Exercise 2	Chap 9	--
	Quiz: Chapter 9 (Argument): Mastery Test 2	Chap 9	--
	Quiz: Chapter 9 (Argument): Mastery Test 3	Chap 9	--
Week 11	Critical Reading & Project Presentations	Reading Skills	Townsend Press Vocabulary
	Vocabulary exercises (Townsend Press)	--	Chap 29-30
	Lecture & Video on Chapter 10, story reading questions and Chapter 29-30 vocab exercises	Chap 10	--
	Present Project Presentations	Project Presentations	Project Presentations
	Quiz: Chapter 10 (Critical Reading): Exercise 3	Chap 10	--
	Quiz: Chapter 10 (Critical Reading) (Fact and Opinion): Mastery Test 1	Chap 10	--
	Quiz Chapter 10 (Critical Reading) (Propaganda Techniques): Mastery Test 2	Chap 10	--
	Quiz Chapter 10 (Critical Reading) (Errors in Reading): Mastery Test 4	Chap 10	
Week 12	Final Exam and Vocab Test 2	Reading Skills	Townsend Press Vocabulary

	Review for Final Exam	Chap 1-10	
	Quiz: Vocab Test 2	--	Vocab Test 2: Chap 17, 19-23, 25-26, 29-30
	Quiz: Combined Skills: Exercise 2	Chap 1-10	--
	Quiz: Final Examination	Chap 1-10	--

VIII. COURSE INVENTORY

For ORU's Course Objectives

READ 099 AD

This course contributes to the ORU course objectives as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior			X	
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation		X		
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills		X		
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity			X	

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This syllabus is subject to change without notice up until the first day of the semester.

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