

DOCUMENT RESUME

ED 110 926

CS 002 070

AUTHOR Schroeder, Emma Gene
TITLE Directed Studies Reading Program.
INSTITUTION Wharton County Junior Coll., Tex.
PUB DATE 75
NOTE 78p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS PRICE MF-\$0.76 HC-\$4.43 Plus Postage
DESCRIPTORS *Effective Teaching; Individualized Instruction; Junior Colleges; Performance Contracts; Program Descriptions; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; *Remedial Instruction

IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, included in "Effective Reading Programs....," serves from 10 to 40 junior college students each semester. The students come from several ethnic groups and are from low-income families in a small rural town. They represent various age groups, including adults returning to school after years of absence. Begun in 1971, the program consists of a series of individualized laboratory reading courses offered for credit by Wharton County (Texas) Junior College. The program is designed to assist the student in becoming a better reader by supplementing regular reading classes. Four semester-length courses focus successively on word attack skills, vocabulary development, and comprehension; critical reading and newspaper reading skills; various other study skills; increasing speed and comprehension; and skimming and scanning and further work in critical reading skills. Each student takes a diagnostic exam and has an individualized reading program prepared by the reading specialist based on the results of the exam. The student then enters into a contract with the reading instructor, who establishes the guidelines for student objectives and responsibilities. (AIR/RB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED110926

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Wharton County Junior College

Reading Course Information

For

E R I C

From

Emma Gene Schroeder
Instructor

Copyrighted 1975 - Emma Gene Schroeder

"PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

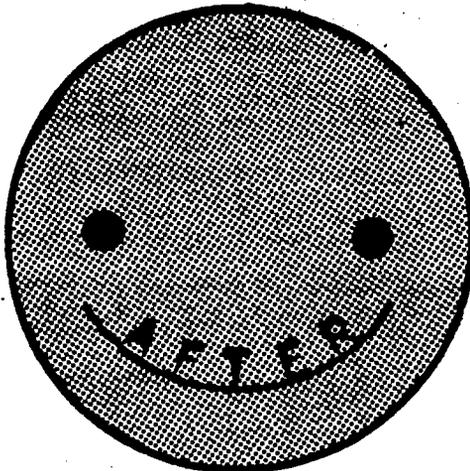
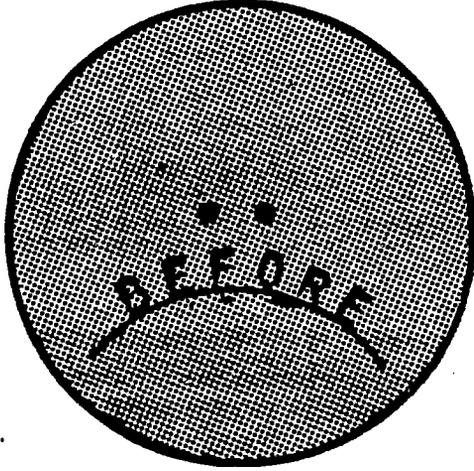
Emma Gene Schroeder

Wharton, Texas

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER."

079
002

READING LAB



WCJC

Objectives
read faster
improve comprehension
improve study skills
improve test taking technique



Instructor
Emma Ge

Credit
two semester hours

Text

none-lab materials use



Attendance
2 hours a week
can be more- your choice!

Media
films, tach-X, tapes
vocabulary slides,
controlled-readers



Grades

contract for an A or B

Method

individualized
mini-lectures

instr

Comprehension
skills
taking technique



Instructor
Emma Gene Schroeder



hours

Text
none-lab materials used



a week
more- your choice?

Media
films, tach-X, tapes, slides,
vocabulary slides, newspaper,
controlled--reader, paperbacks.



Method
individualized
mini-lectures
instruction



n AorB



Tom Budungen
71

SEQUENTIAL DESIGN
of
READING LAB PROCEDURES AND ACTIVITIES

- I. Brief welcome and explanation of course requirements to minimize anxiety (first day).
- II. Lab Orientation
 - A. Explanation of Grade Contracts
 - B. Demonstration of Lab Activities
 - C. Presentation of "slide-sound film unit" explaining policies (absences, book check-out system, tests, etc.)
 - D. Student Operational Experience of Lab facilities
- III. Diagnostic Testing
 - A. Group
 - B. Individual
 - C. Student Profile Sheet
- IV. Initial Student-Teacher Conference
 - A. Discussion of results of test performance
 - B. Prescription for individual needs.
 - C. Student Preference discussion
- V. Autonomous Student Functioning
(Begins when conferences begin) With Instructor Consultation
- VI. Large Group Activities
 - A. Film Presentation (e.g. Future Shock and Cultural films)
 - B. Mini Lectures (discussing reading process etc.)
 - C. Vocabulary
 - D. Tach X
 - E. Guest Lecturers (Vance Packard)
 - F. Tests (large and small groups)
- VII. Individualized Activities
 - A. Audio Tutorial Stations
 - B. Programmed Instructional Kits
 - C. Teacher developed instructional packages
 - D. Student developed modules or units of instruction (e.g. technical vocabulary units, "Jumble" - Puzzles from newspaper; Houston Post).
- VIII. Continual Student-Teacher Interaction initiated by either-teacher also function in roles as manager, guide, counselor.

- IX. Completion of Contractual Work
- X. Post Test
- XI. Final Student-Teacher Conference
 - A. Student Self Evaluation
 - B. Comparison of Pre and Post Test Data
 - C. Student Evaluation of Teacher and Reading Course (done formally for administration anonymously) - compulsory.
 - D. Student Evaluation-in writing and on tape for "future" students - voluntary.
- XII. Teacher Recommendations to Students
 - A. Need additional course work
 - B. Suggested books for self-help in Vocabulary or Reading
 - C. Vocational or College Planning Assistance (counseling)

AN ABSTRACT

The Reading Courses are offered to students who want to strengthen their study skills, listening skills, and to improve their comprehension and vocabulary development. There is a heavy emphasis on comprehension improvement and study skills. Grades are offered on a contractual basis and earned by a student when lab work and bonus work are completed. The students have access to the instructor who diagnosis their reading, prescribes activities on a highly individualized basis, and serves as a guide and consultant. The instructor exudes enthusiasm and a positive attitude that reflects belief in a student's capacity to improve and grow. This is a vital part of the program.

Students evaluate the courses as very helpful and enjoyable. The environment is non-punitive, and is in many ways, a respite. Students profit from the instructors influence, the relaxed atmosphere of the lab, the responsibility placed on themselves to work, and the variety of materials available with which to work.

The successful aspects of the program have been developed by both students and instructor.

WHARTON COUNTY JUNIOR COLLEGE

READING LAB

EMMA GENE SCHROEDER - INSTRUCTOR

INDEX TO READING LAB

1. Entrance
2. Bookcase
 - A. Top - Study Skill Kits
 - B. Right Section - Magazines
 - C. Left Section - College Catalogs
3. Banner
 - A. Eye catching appeal
 - B. Advertising reading
 - C. Lab Activities
4. Student Bulletins and News
5. Chalk Board
6. Paperback Racks
7. Controlled Reader Jr. and C.R. Jr. Instrument Carrels
8. Bookshelf
 - A. Top - Paperback Reader Condensed Books
 - National Geographic
 - Library Information
 - B. Left Section; level
 1. Word Clues Texts
 2. Flash X Hard & Soft Ware
 3. Skimming and Scanning Hard and Soft ware
 - C. Center Section; level
 1. C.R. Jr. & Tach X Film
 2. C.R. Jr. Workbooks
 - 3.
 - D. Right Section; level
 1. Reading Workbooks
 2. Reading Efficiency Check Pamphlets
 3. Supplementary Texts
9. Bulletin Board - Cartoons
10. Round Tables for Work And Rap Sessions
11. Windows
12. Student Filing Cabinets
13. Work Table
14. Wollensak Player
15. Headset Jacks
16. "Pegboard"

- A. Clipboards for absences make-up
 - B. Banners - advertising W.C.J.C. Clubs
 - C. Listening Workbooks
17. Cabinets
- A. Top - Magazines for Browsing and Research
 - B. Cabinet for Student Worksheets
 - C. Hardware Storage (Tape Recorder)
18. Work Student Desk - Typing Area
19. Filing Cabinet
20. Bookshelves
21. Teacher Desk and Conference Area
22. Projection Screen
23. Overhead Projector
24. Teacher's Lecturne for mini-lectures
25. Arm Chairs
26. Bookshelves (Handouts)
27. Diagnostic Area (Audiometer & Keystone Telebinocular)
28. Audio-Tutorial Carrels; Filmstrip & Slide Projectors; Shadowscope; Instructional packages and Tapes
29. Bulletin Board (Samples of Student Talent)
30. Storage Cabinet

COMPONENTS OF THE DIRECTED STUDIES READING PROGRAM AT WCJC

I. Academic

A. Skill Development

1. Reading
2. Writing
3. Listening
4. Spelling
5. Speaking
6. Grammar
7. Math - a consumer approach will be taken in the course structure
8. Antecedents to other parts of curriculum-students will be assisted in participating in college resources and activities

A multi media approach will be taken to teach these skills

- #### B. Introduction to and an Overview of Our Academic Community - promoting a "knowing and doing curriculum" for a wide clientele with broad short-term goals. Offering academic opportunity in the Learning Center, and utilizing the Drama Department, Choir, and the Art Department.

II. Non Academic

- A. Psychology- the student will be exposed to personal development, community concerts, excursions, techniques of enhancing employability, study of human relationships, handicrafts.
- B. Personal care-home nursing, nutrition, relevant information for living
- C. Guidance and counseling-more intensi vice to the student to be offered
- D. Vocational opportunities and exposure to world of work
- E. Community Resources
 1. Research for available resources to be undertaken
 2. Public Realations work expanded
 3. Initiate student involvement
- F. Parental conferences-contact between college and home to assist the student in adjustment.
- G. Physical-Medical-Dental Guidance - the physical education class will include the information with related activities.
- H. Referral service - instruction of services available and utilization of these services.
- I. Internship for perspective instructors - we could become "experience-training ground" for future teachers of "special service" programs.

III. Financial Aid - the officer and his staff will assist students in financial matters that pertain to their educational needs and serve as an information center for other financial data from which a student may benefit.

IV. Program Development

The program should be highly planned and organized and well structured for the student while maintaining extreme flexibility. It will be an energetic, realistic and optimistic program, with a staff that is deeply committed.

DIRECTED STUDIES READING PROGRAM

The Project will provide a place in the College Community for the student where he can participate, experience, and develop intellectually, emotionally, and socially. It will be a community in which respect for the individual is paramount. The community will include opportunities for intellectual challenge, for stabilization of emotions; (e.g. reduction of anxiety, hostility, withdrawal, aggression or violence, exploitation), for positive reinforcements (e.g. self discipline, less rejection and discrimination, recognition, trust, confidence in student ability) for the preparation of productivity in order for the student to become a constructively contributing member of society.

The general objectives of the program will be to provide an optimal learning environment, to remediate, to teach and enrich in terms of the backgrounds of student, to influence the student in initiating a desire for continuous constructive development, to develop an ability to explore, cope with societal demands, to find self fulfillment, and employ all of the resources of the academic community to insure equality of educational opportunity for all students.

OUTLINE OF CONTENT OF READING COURSES
AT
WHARTON COUNTY JUNIOR COLLEGE

I. ORIENTATION

- A. Diagnosis
- B. Prescription
- C. Operation of Equipment

II. APPLICATION

- A. Individual Conferences
- B. Multi-Media Approach
- C. Individualized Instruction
- D. Audio-Tutorial

III. EVALUATION

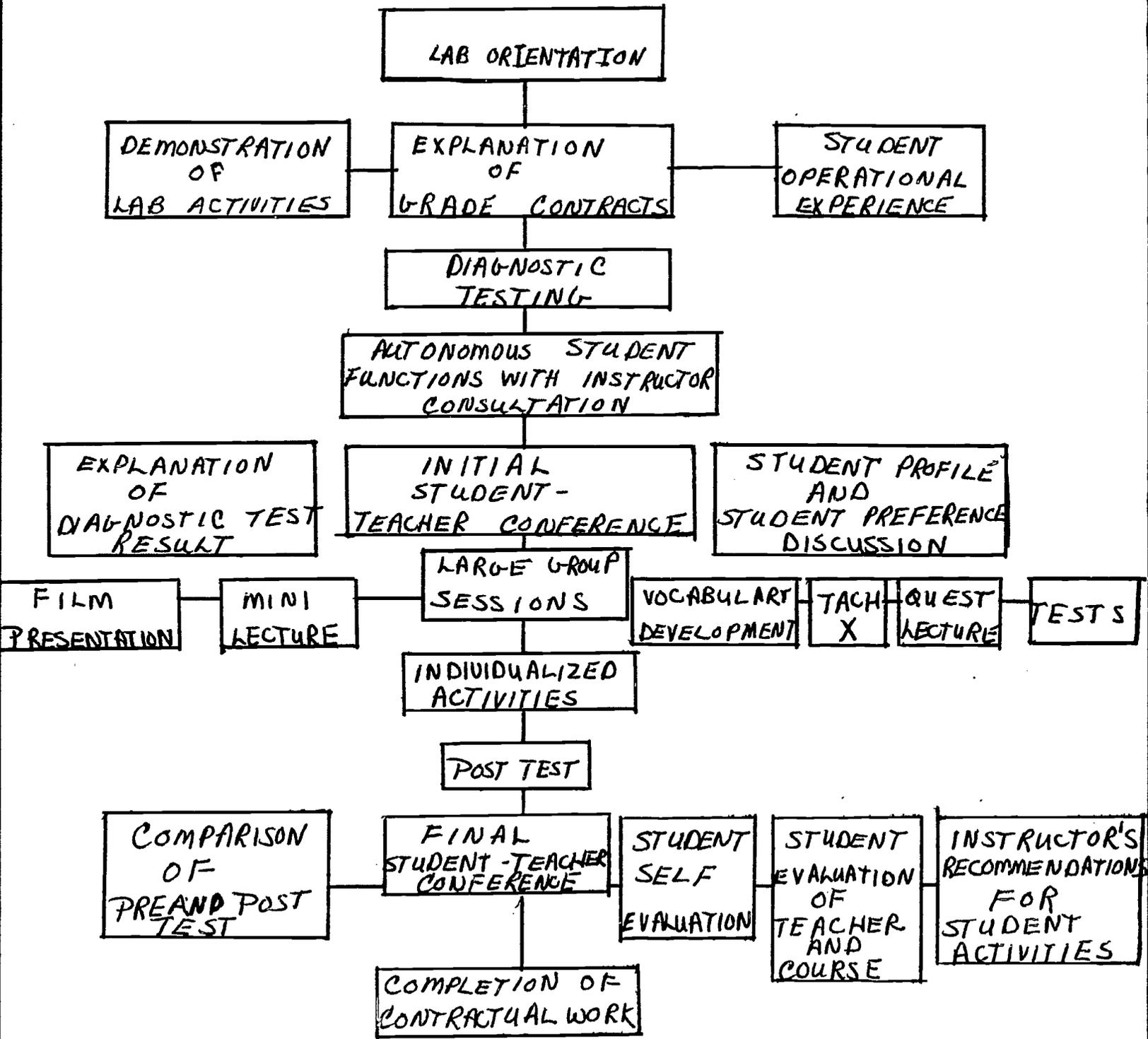
- A. Pre and Post Tests
- B. Attitudes
- C. Student Evaluation
- D. Student Recommendations of course to other peers.

IV. AREAS OF EMPHASIS

- A. Test Taking Techniques
- B. Study Skills (SQ3R)
- C. Newspaper Reading
- D. Skimming and Scanning
- E. Latin Roots
- F. Phonics
- G. Spelling
- H. Concentration
- I. Retention
- J. Critical Reading
- K. Reading for Main Idea

V. GOALS

- A. Flexible Rate (difficulty and purpose)
- B. Improved Comprehension
- C. Selectivity
- D. Self Confidence for Student
- E. Enjoyment and Interest in Reading Increased
- F. Vocabulary Development
- G. Skills Accomplished for Individual Needs



SYLLABUS
FOR
DIRECTED STUDIES
DEVELOPMENTAL READING I and II

WHARTON COUNTY JUNIOR COLLEGE
WHARTON, TEXAS

READING INSTRUCTOR-EMMA GENE SCHROEDER

DIRECTED STUDIES READING

Description

This is a course designed to assist the student in becoming a better reader. Emphasis is placed on study skills, listening skills, vocabulary development, dictionary study, and improvement of comprehension. The SQ3R is a ~~significant~~ aspect of the course.

The catalog description is

Reading 101. Developmental Reading I
Reading 102. Developmental Reading II

Prerequisite: None

This course offers individual assistance in the improvement of study skills, flexibility of reading rate, vocabulary, development of effective reading habits and dictionary study.

One lecture and two laboratory hours a week.
Credit: One semester hour

Diagnosis

Each student receives an individualized design of activities suggested by the instructor. The plan develops as a result of diagnostic testing, student conferences, student evaluations and requests. The plan is flexible and changes according to the program and immediate needs of the student.

Presentation

Large and small groups activities, individualized activities, and mini-lectures by instructor are methods of presentation. Mimeographed handouts for enrichment purposes are available to the student.

Media

Films are presented, guest lecturers speak to the students, activities that enrich the student's cultural life are attended, occasionally Controlled Readers, Shadowsopes, Tachistoscopes, Reading Accelerators,

Audio 101, Listening tapes and recorders, SRA Individualized Instruction kits, EDL Word Clues, EDL Study Skills, Flash X, Skimmers and Scanners, and a Matronome are instruments used by the students.

Orientation

The method of orientation is lecture and demonstration by the instructor of the hardware and software; and actual practice with sample software and practice using hardware. Materials available are magazines (donated to the lab by faculty, staff, and administrators), dictionaries, paperbacks, workbooks, mimeograph records sheets, So You're a College Freshman, Pioneer Handbooks, W.C.J.C. catalog, College catalog, drug abuse brochures, newspapers (A&M, Texas University, Wharton, Houston, El Campo), Ap Wirephoto News Teletype, Black Studies books, Overhead Projector Transparencies, Bibliography of Black Literature. The instructor plays a vital role in introducing the students to interesting, pertinent reading material !!

Requirements

No text is required. Students use relevant materials (brochures preceding field trips, i.e. Nasa brochure) as the need or interest arises.

Overhead transparencies are utilized demonstrating techniques for locating main ideas, contextual clues, phonics, and syllabication.

The student must attend class regularly and must use the lab facilities. He must contract for an A, B, or C. He must keep adequate records of his progress in his folder. The folder remains in the lab. The student participates in 12 hours which include the following activities: films, mini-lectures, group activities, timed reading, Tach X session with lecturer, vocabulary activities.

GOALS

The Reading Program is a highly individualized program. Therefore, the following "Goals" are established.

General Objectives

- A. To encourage the student.
- B. To emphasize the worth of the student as an individual.
- C. To inform the student that he is only competing against himself.
- D. To create an interest in reading.
- E. To assist the student in regaining confidence in himself.
- F. To accept the student as he is.
- G. To convey to the student that I believe that he "can do it" !

Specific Objectives

These objectives are developed for each student after his diagnostic testing and conferences. This is a sample, not a complete list.

- I. The student will increase his reading rate.
- II. The student will increase his comprehension score.
 - A. Facts-details-sentences
 - B. Inferences
 - C. Main Ideas
 - D. Problem Solving
 - E. Study Type
- III. The student will become a more flexible reader.
 - A. He will adjust his Reading Rate according to the type of material read without decreasing comprehension.
- IV. The student will become more proficient in vocabulary.
 - A. Independent Improvement Method
 - B. Class-group Improvement Method
 - C. Technical (when applicable because of jobs or interest)

Requirements for Grades are:

A	B	C
40 hours	30 hours	26 hours

48 hours available to work

3 absences

7 Tach X and Vocabulary

2 tests

2 open activities

3 holidays

30 available hours to work

Absences may be made up by doing lab work equivalent to a class period.

Extra time spent in the lab is counted in contract hours accomplished.

Evaluation

Student completes an evaluation sheet for the course. They are not required to sign their name. The Nelson Denny Form "B" is administered. The instructor evaluates the student's work accomplished, progress in reading rate, comprehension, vocabulary development, and grade level progress.

Class Schedules

The student is furnished with a contract sheet that lists the time required to complete each lab activity. The student tallies an activity on the contract sheet as he completes the activity. The course is scheduled for three hours a week. The student receives one hour credit. The student is encourage to use the Lab in addition to regularly scheduled class periods.

- D. Word Analysis
 - 1. Pronunciation
 - 2. Roots and Affixes
 - 3. Spelling Skills
- V. The student will become a phrase reader and not a word reader.
- VI. The student will become aware of "bad reading" habits.
 - A. Regression
 - B. Prolonged duration
 - C. Excessive fixation
- VII. The student will minimize his "bad reading" habits.
- VIII. The student will become a more critical reader.
- IX. The student will use the dictionary.
- X. The student will improve textbook reading by using the SQ3R method.
- XI. The students will be given techniques for test taking.
- XII. The student learns the organizational pattern of paragraphs.
- XIII. The student will be taught to use effective study habits.
 - A. Conditions
 - B. Scheduling
- XIV. The students will exhibit enjoyment in reading by:
 - A. Change in attitude
 - B. Interest in books in lab
 - C. Stating his enjoyment received from reading a particular book
 - D. Reading more
 - E. Increased interest in newspaper reading
 - F. Gaining confidence in his ability to read faster with 70% or better comprehension.
 - G. Attending class regularly and using the hardware and software to improve his skills.

Criteria

- A. Students are encouraged to have no more than 3 absences.
- B. Students are encouraged to make up absences by using the lab during non-class time.
- C. Students contract for an A, B, or C.
- D. Students keep own records in a personal folder.
- E. Students consult with the instructor as the need arises.
- F. Students are pre and post tested.
- G. Students take tests.
- H. Test grades are only one factor in determining a grade for the course.
- I. The hours of lab work and outside reading are important factors in earning a grade for the course.
- J. Lecture time is minimized.
- K. Students are encouraged to share information about books read with other class members.
- L. The majority of hours accomplished must be in lab work, not outside reading.
- M. The student receives own outline for the course.
- N. The student always knows the structure and design of a test before it is administered.
- O. The honor system is encouraged by the instructor.
- P. The dignity of the individual is acknowledged.
- Q. Respectful behavior is required.
- R. A relaxed atmosphere is maintained.

DIAGNOSTIC PROCEDURE
FOR
DIRECTED STUDIES READING
AT
WCJC

- I. The Nelson Denny Pre-Test is administered to all students enrolled in the course.
- II. Individual conferences are held with the student and the instructor. The conference includes:
 - A. Diagnostic Report
 - B. Recommendations by instructor-prescribed priority of activities.
 - C. Student requests-student desires specific help.
- III. Program is designed for the individual as a result of:
 - A. Testing (Standardized and Informal)
 - B. Use of Personal Data Sheet
 - C. Learning and Behavior Check List
 - D. Informal Inventory
- IV. Students keep their own records in folders containing contract.
- V. Post Test
 - A. Nelson Denny Silent Reading Test - Revised Edition Form B (Fall), Form A (Spring). A Pre and Post Test with the same form is given each semester. Form C and D to be used in future also.
 - B. Specific test for individual needs.
- VI. Referrals (when necessary to outside sources)
Referrals (colleagues involved with student and consultations)
- VII. Reading tests administered to students with specific difficulties.
 - A. Iowa Silent Reading Test
 - B. Spache Oral Reading Test
 - C. Slossan Intelligence Test
 - D. Reading Miscue Inventory
 - E. Reading Test - McGraw Hill Basic Skills System - Raygor
- VIII. Hardware to be used for Diagnosis
 - A. Keystone Telibinocular
(Screens for visual difficulties; instrument is set for nearpoint testing as related to the reading act.)
 - B. Maico Audiometer (Hearing)

Instruments and Materials
Available to Students in the
Reading Lab at W.C.J.C.

Hardware

CR Jr.

CR

Tach X

Overhead Projector

Flash X

Wall Screen

Skimmer and Scanner

Reading Accelerators

Shadowscope

Audio Flash-Card System

Tape Recorder

Headsets

Cassette Player

Audio-Tutorial Carrels

Hitachi-tape and filmstrip
projector

SUPPLEMENTARY TEXTS

Anatomy of Reading

How to Become a Better Reader

Developing Your Vocabulary

Successful Reader

Read With Speed

Software

Word clues workbooks (7 levels)

CR Jr. Workbooks (4 levels)

Tape Workbooks - Listen and
Reading
Efficiency

Reading Efficiency Check

So You're a College Freshman

Skim and Scan workbook

Transparencies

Skim and Scan Text

Tane Press Books

Flash X Card Sets

College Catalogs

Reel Tapes (Listen and Read-EDL)

Film Strips

Readers Digests

PERIODICALS

Variety of Issues Donated

National Geographics

Software - continued

Books and lectures on tapes

Bergan Evans

Vocabulary I and II (tapes and
filmstrips)

Reading Skills

McGraw Hill Basic Skills Series

Thirty Days To A More Powerful
Vocabulary

How To Study In College

How To Take Tests

How To Read Factual Literature

Reading For Facts

Reading For Ideas

Dictionaries

The American Heritage
Dictionary of the English Language

Webster's Third New International Dictionary

Webster's New Collegiate Dictionary

The American College Dictionary

Paperbacks

Black Studies (400 copies)

Individualized Kits

SRA - College I&II

Dimensions in Reading

Reading for Understanding - General Edition

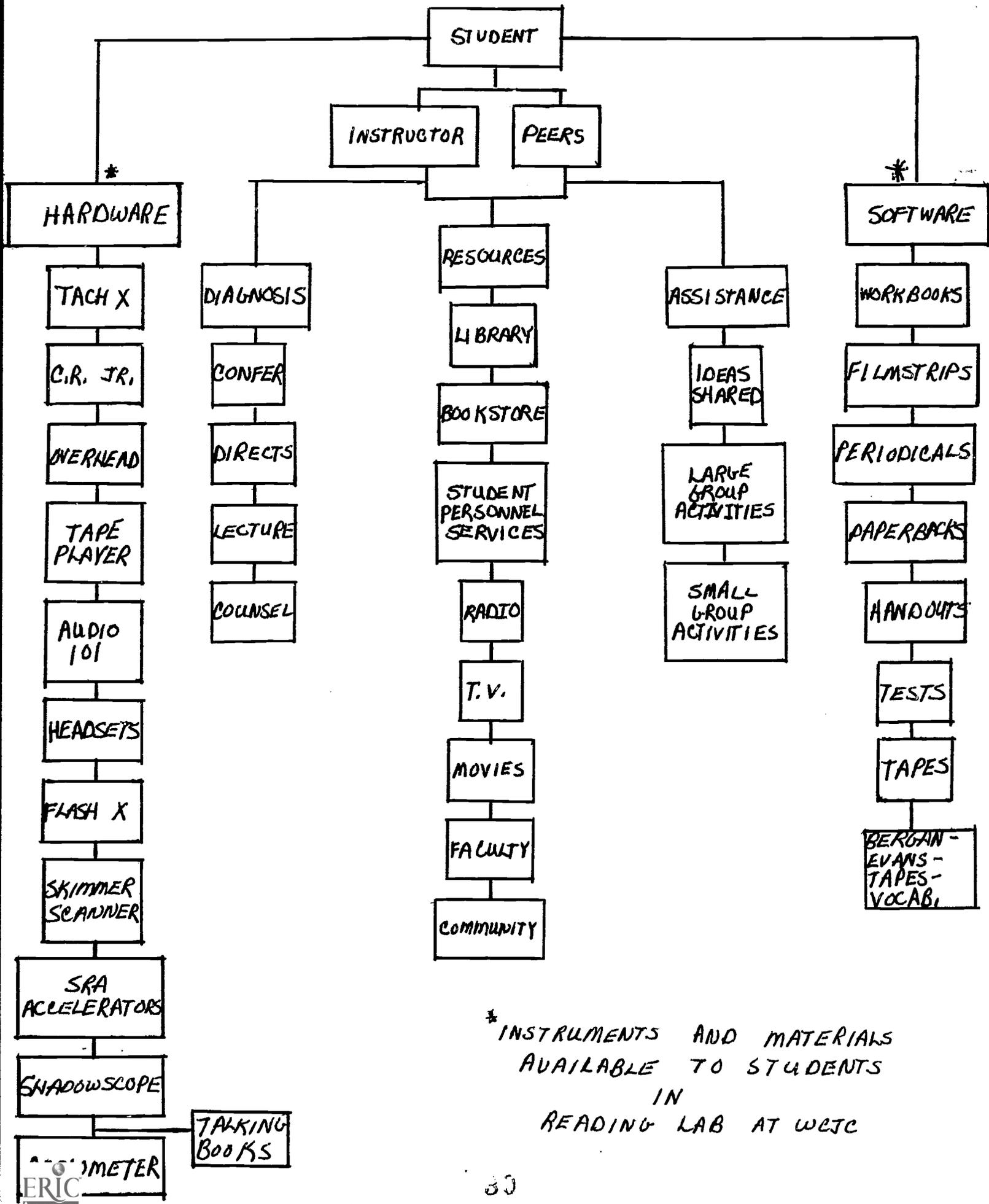
Study Skills

We Are Black

SRA Spelling Word Power Lab 3A

SRA Vocabulab

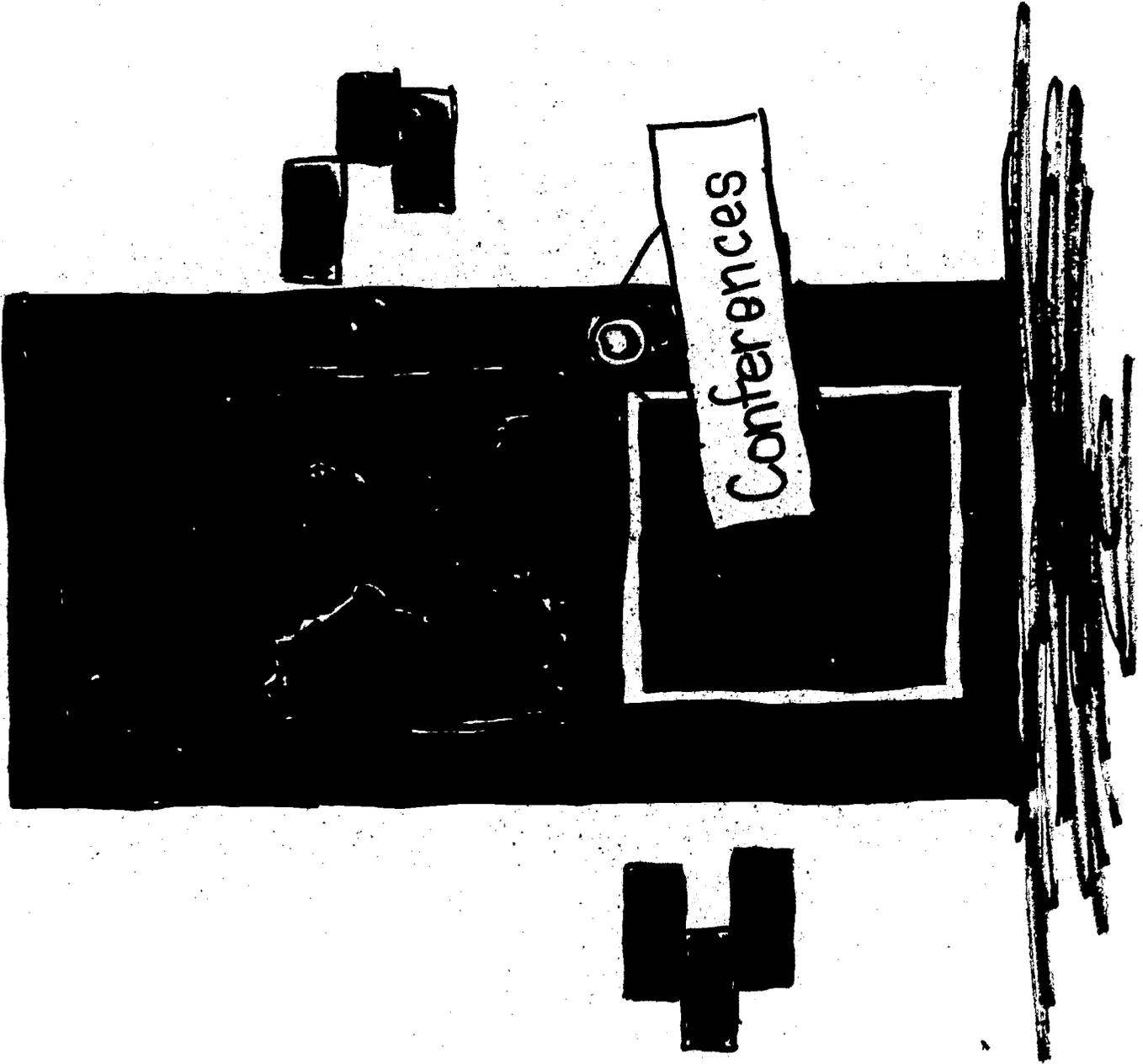
READING COURSE DESIGN



READING LAB POLICIES

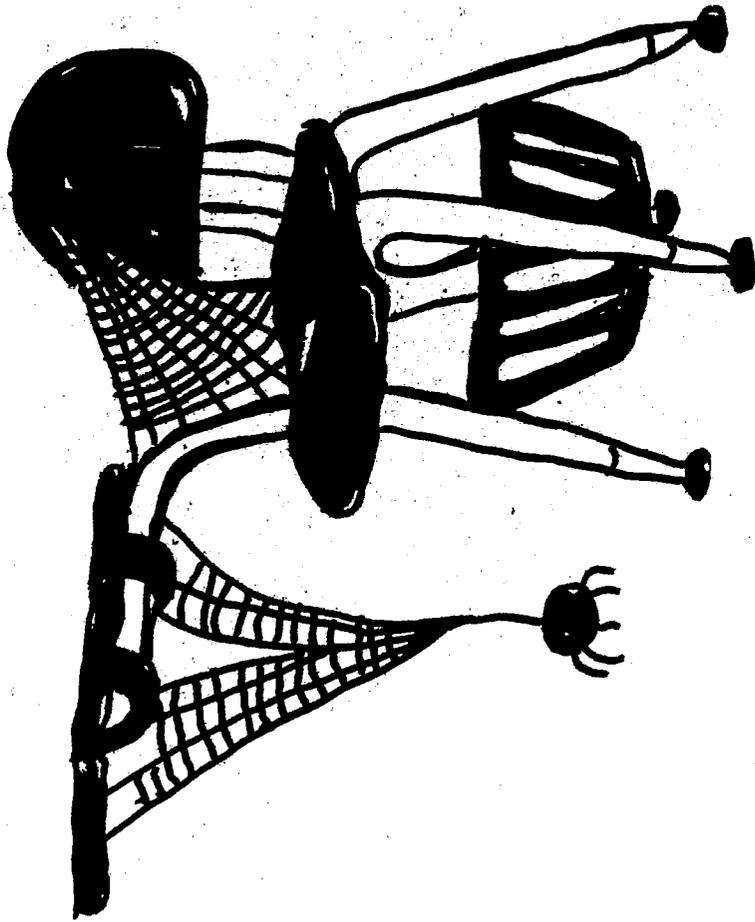


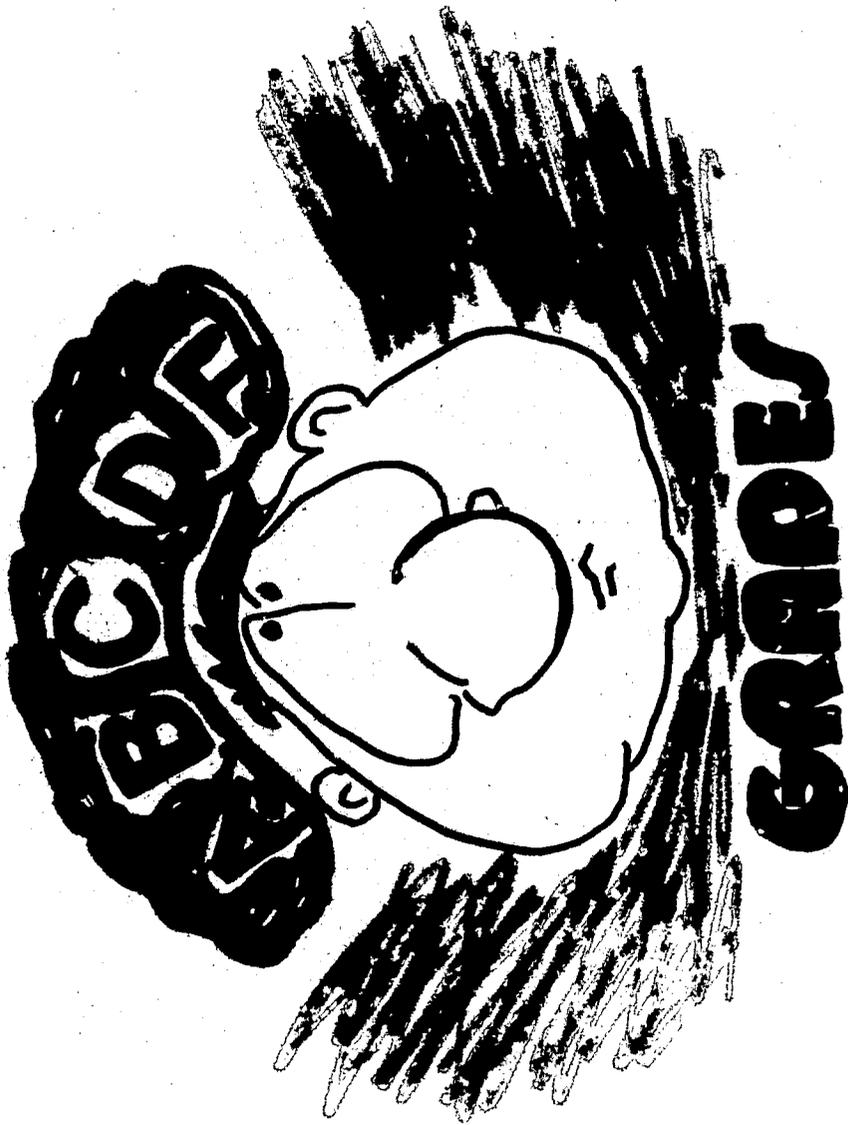
ASSISTANCE



Conferences

ABSENCES





Specialized Activities





MATERIALS

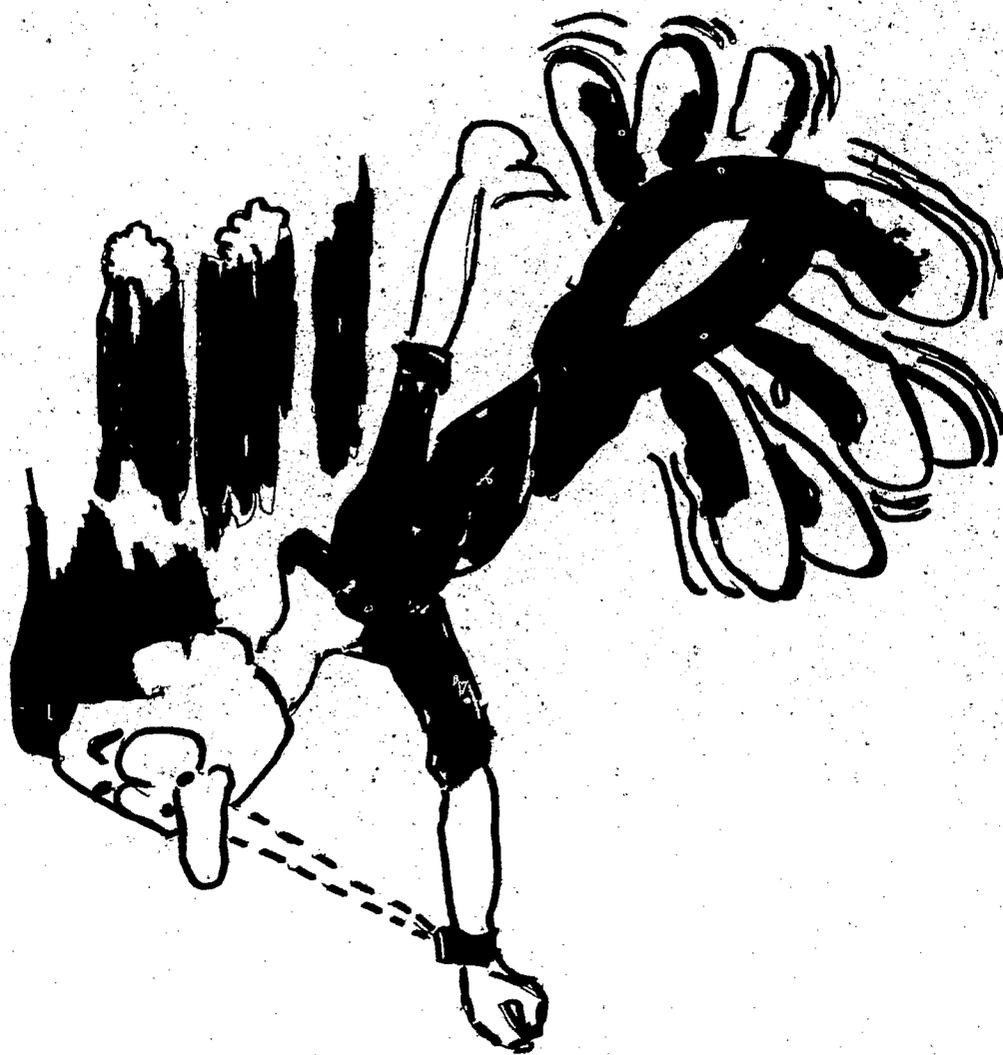
RECORDS



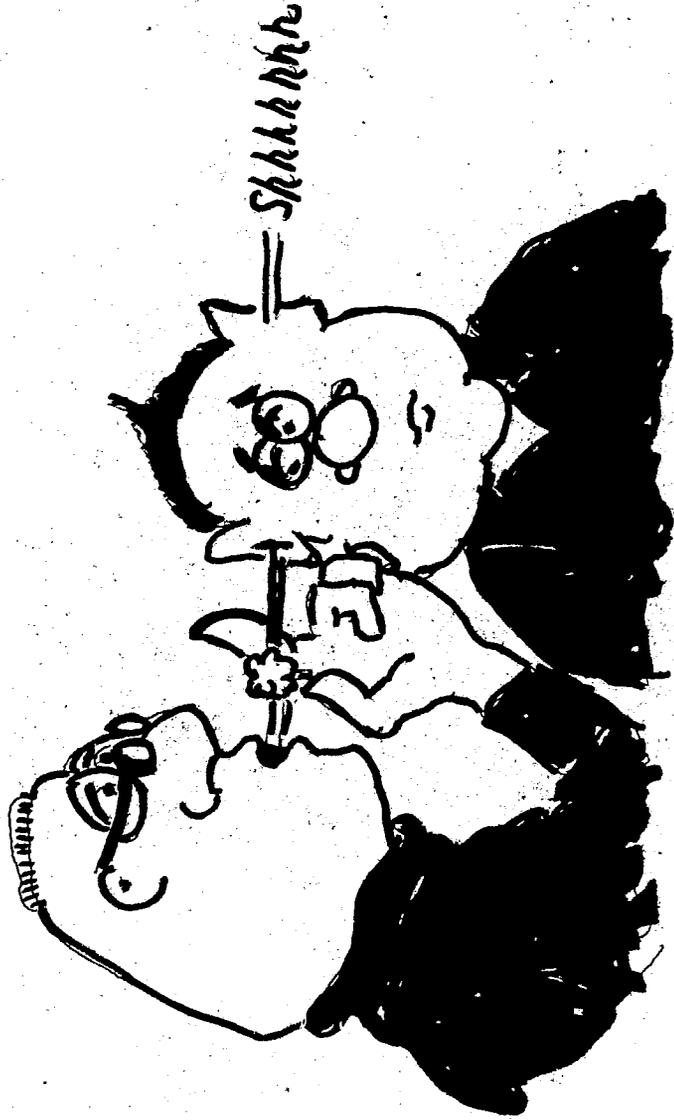
EXTRA LAB WORK



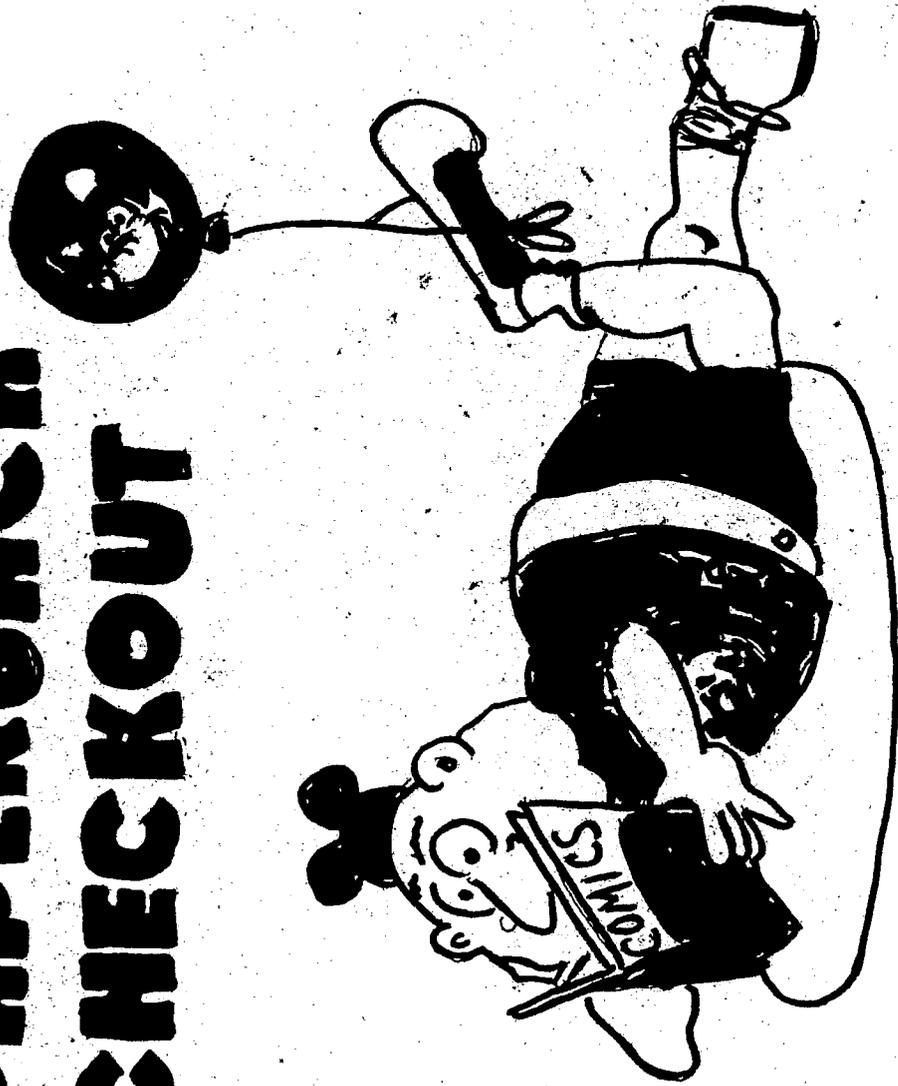
TARDINES

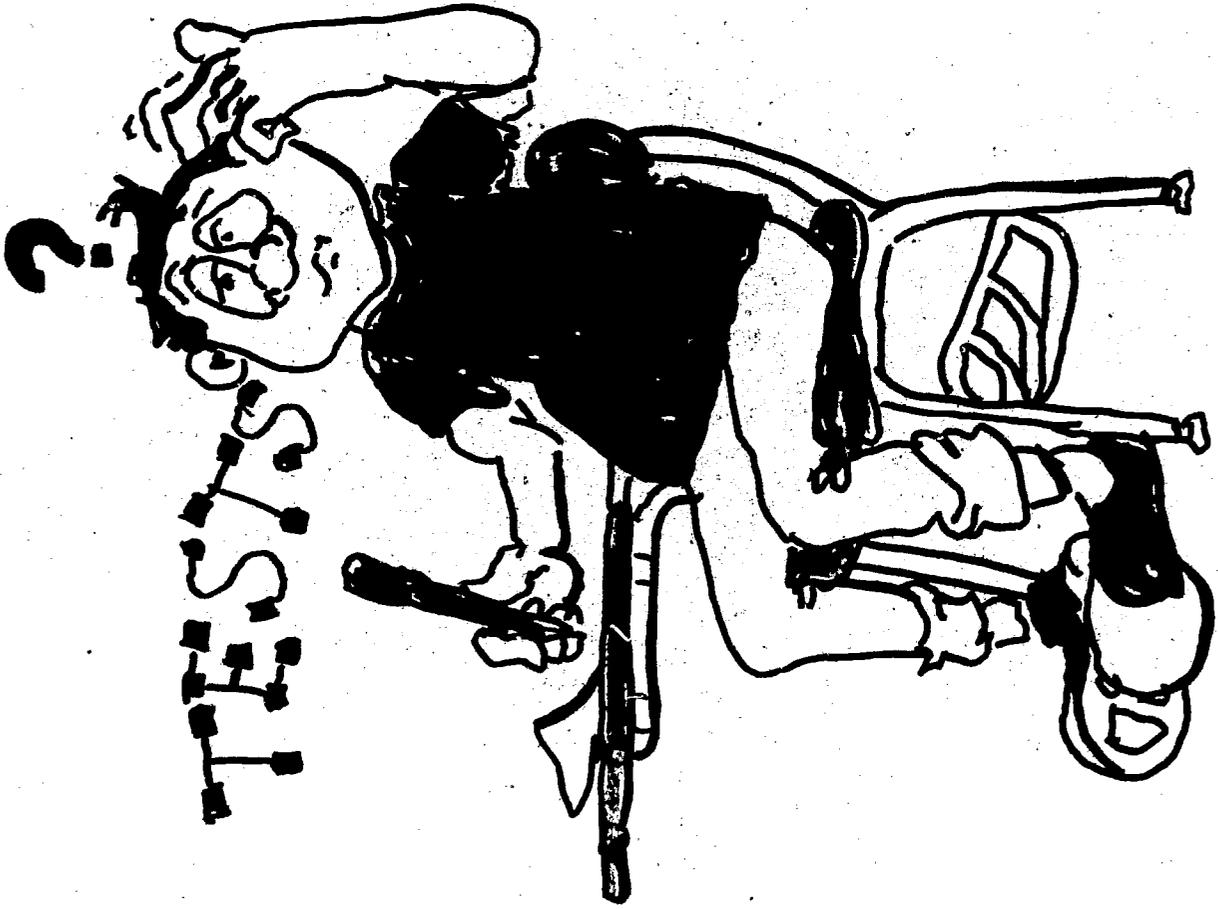


Reading Lab Climate



PAPERBACK CHECKOUT







POLICIES

Exams - there is no final exam given in the Reading Lab. A standardized Reading test that is given as a pre and post test is officially considered the exam. The post test is used to compare reading scores with the student's pre test reading scores. The post test is given during the fifteenth week of the semester. The last conference is held during the sixteenth week. If a student has completed his contract and has had the conference with the instructor he is finished with the course a week before finals. This frees him to study for other exams.

Extra Lab Work - for contractual purposes, the work in the Reading course for the student is classified in two ways: 1. classwork lab work 2. and Bonus Work. Work done during class and in the Reading Lab is defined as classwork and lab work. All other work done is considered Bonus Work. Bonus work should not exceed 1/3 of a student's work. The obvious reason being that the student should utilize lab facilities. Bonus work is included in the contract in order to assist students: 1. who are tightly scheduled with very little free time 2. students who work 3. students who commute. Bonus work is work done outside of the Lab. Extra Lab Work is work done in addition to class periods. A student will receive double time for extra lab work; for example; twenty minutes work will count as forty minutes on the contract.

Tardiness - if tardiness is a repeated practice, the student will be asked to remedy the situation.

Records - the student will keep his individual records in a folder. The folders must not be taken out of the Lab. The folders are filed by sections in the top drawer of the filing cabinet. The student places his folder behind the index card with his particular section number on it, for example: 103.1 means section one 9:00 a.m. on MWF. 103.2 means section two 11:00 a.m. on MWF. The instructor will check each student's folder several times during the semester. The instructor will suggest level changes based on performance in activities as indicated by the student's records.

Specialized Activities - there are opportunities for students to contribute their talents to the Reading Lab. If a student contributes art work or clerical assistance during non-class-time he will receive "Bonus Credit" on his contract for specialized participation.

Lab Orientation - is a period of time (usually a week) when the students are taught how to operate instruments and use programmed instructional media in the Reading Lab.

Paperback Checkout - the student may select a paperback to read, sign his name on the check-out sheet attached to the rack, and take the book. There is no return time limit. A student is encouraged to return the book when finished in order to keep the book in circulation.

Materials - the materials that are provided for the student are:
1. contract sheets and labels for the folder 2. Worksheet forms for SRA, RPU, CRJr. 3. Evaluation sheets for A T packages 4. Tests
5. Handouts

The student provides the following materials for the course: 1. a folder 2. Paper for work sheets.

Assistance- the student is free to work on his perscribed activities in any order or frequency of his choice. Activities are rated by the instructor as priority items; therefore a student should work more in a priority I activity. But, variety is an important part of the Reading Program and a student is encouraged to change activities when he desires.

A student may seek assistance from the instructor at any time during the scheduled class and during the instructor's office hours (which are posted on the door).

Reading Lab Climate- Students are encouraged to work quietly. Conversation with peers is encouraged. "The motto is: If you disturb someone else then don't do it."

Hopefully, the Reading Lab is a fun place to be. The Reading Lab offers a student opportunities for growth.

The Reading Lab challenges the student.

A valuable student comment is:

"If you're willing to work you'll get a lot out of the course."

Instructional Goals For the Development of a Successful Reading Program at Wharton County Junior College

Instructor-

1. Shall be enthusiastic
2. Shall be involved in professional growth
3. Shall have command of the subject area
4. Shall consider the student "the most important part of the college"
5. Shall be sincere in wanting to help students
6. Shall be a high "I" (internalist)
7. Shall be dependable
8. Shall be cooperative with colleagues and administration
9. Shall treat each student as a human being entitled to respect and dignity.
10. Accessible to the student at all times
11. Breaks course content into small, manageable tasks
12. Selects learning activities that result in achievement of objectives
13. Shall have a positive attitude toward subject matter
14. Shall actively involve the student in the learning process
15. Shall accomodate individual differences
16. Shall have high expectations for the student
(a belief that you can do it)
17. Shall be an honest and open human being

Students Will:

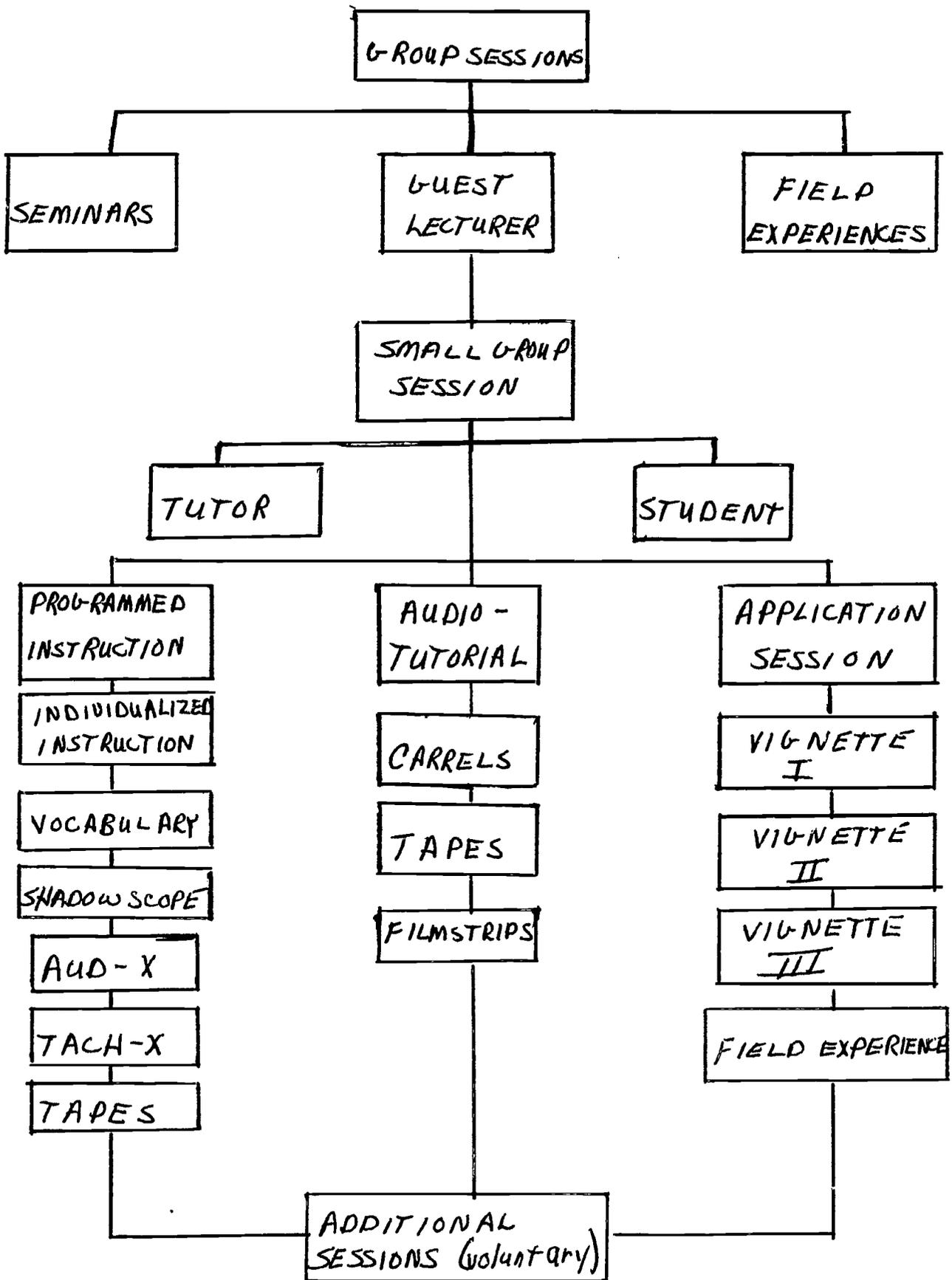
1. Proceed at own rate
2. Participate in individual activity
3. Operate equipment
4. Keep own records
5. Confer with instructor
6. Perform autonomously
7. Be graded on a contractual basis
8. Have option days to work
9. Have opportunity to use lab at the student's convenience

10. Have an opportunity for verbal (by instructor and peers) rewards for accomplishments as well as displays of students' talent
11. Have access to tapes and A T equipment for instructional use and review of mini- lectures
12. Have an opportunity to improve the reading courses
13. Have an opportunity to interact with peers or work individually
14. Have an opportunity for being positively accepted for being himself

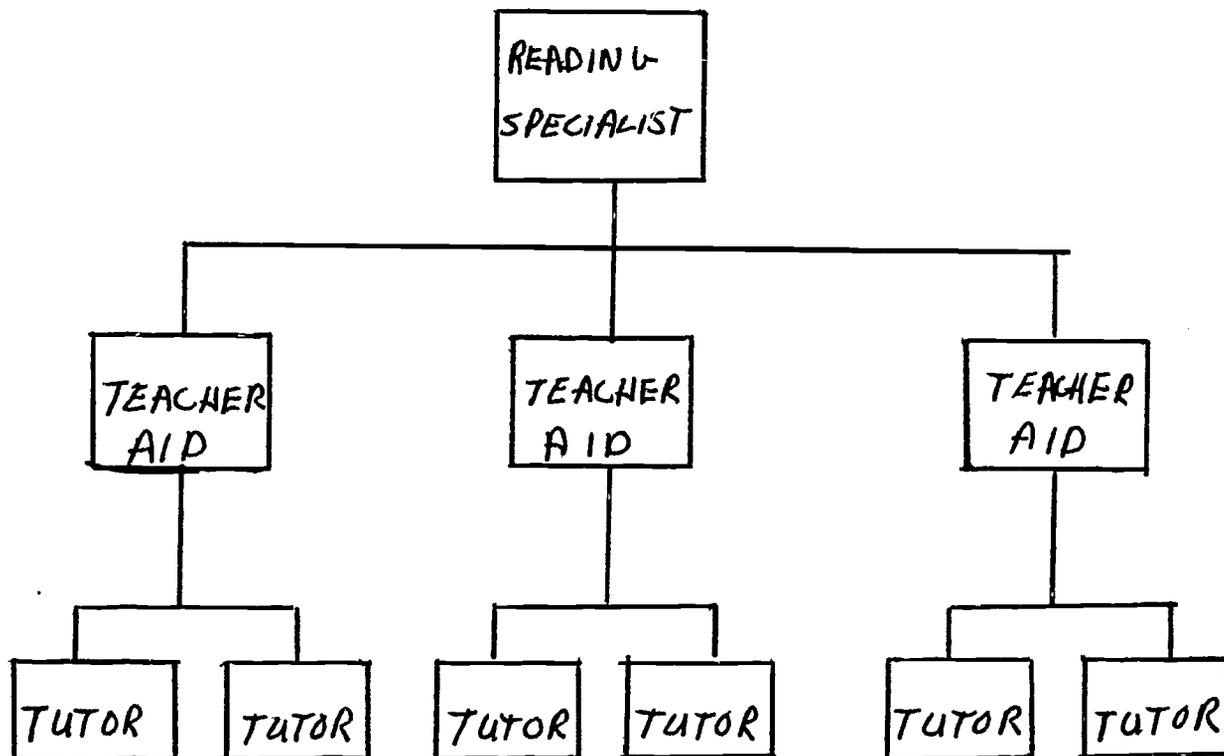
Environment Shall Be:

1. Positive and comfortable
2. Non-punitive
3. Conducive to learning
4. Designed for student active participation
5. Adequately stocked with media for learning activities
6. Filled with appropriate materials for the students
7. So arranged that student involvement is easy and encouraged
8. Filled with displays, books, materials
9. Provides adequated work space
10. Has a reasonable noise level
11. Flexible
12. Inviting
13. Operable by students

READING ORGANIZATIONAL CHART



READING FACULTY CHART



CATALOG DESCRIPTION

Reading 101. Developmental Reading I.

Prerequisite: None.

The student receives individual assistance in the improvement of word attack skills (phonics, spelling, syllabication

This course offers the student an opportunity to improve his reading through vocabulary development, comprehension improvement and the use of flexible reading rates.

One lecture and two laboratory hours a week.

Credit: Two semester hours

Reading 102. Developmental Reading II.

Prerequisite: Reading 101

A continuation of Reading 101 with emphasis on critical reading and newspaper reading skills needed for minimal effective participation in society.

One lecture and two laboratory hours a week.

Credit: Two semester hours

Reading 103. Effective Reading

Prerequisite: None

The student receives a reading diagnosis and an individually designed program of work which enables him to work at his own rate and level of competency.

Audio-tutorial packages, filmstrips, films, slides, transparencies, paperbacks, and programmed materials are utilized in a multi-media approach.

Emphasis is placed on reading the newspaper, reading textbooks efficiently, listening skills, dictionary use skills, test taking techniques, improving lecture note taking, assistance with college course study assignments, vocabulary development, increased reading speed, and developing better comprehension.

One lecture and two laboratory hours a week.

Credit: Two semester hours.

Reading 104. Advanced Reading

Prerequisite: Reading 103 or permission of instructor.

This course provides emphasis in critical reading, comprehension and speed, skimming and scanning and paperback reading.

The course is designed for the student who is reading at or above average level. It is suggested for college students, business and professional people, and other adults who recognize a need for greater efficiency in reading.

One lecture and two laboratory hours a week.

Credit: Two semester hours.

INSTRUCTOR'S BIBLIOGRAPHY

- Bloom, B.S. Taxonomy of Educational Objectives: Handbook I. David McKay Co. Inc. New York. 1969.
- Bloom, B.S. Taxonomy of Educational Objectives: Handbook II. David McKay Co. Inc. New York. 1969.
- Bloom, Davis, and Robert Hess. Compensatory Education For Cultural Deprivation. (1965) Holt, Rinehart and Winston, Inc. pp.179.
- Bond, Guy L. and Miles A. Tinker. Reading Difficulties, Their Diagnosis and Correction. Second Edition. Appleton-Century-Crafts, New York, 1967.
- Brown, James W. College Teaching. McGraw-Hill Book Co. New York, New York. 1963.
- Burmeister, Lou E. Reading Strategies for Secondary School Teacher. Addison-Wesley Co., Menlo Park, Calif. 1964.
- Causey, Oscar. The Reading Teachers Reader. The Ronald Press Co. New York. 1958.
- Causey, Oscar and Emery P. Bliesmen. Research and Evaluation in College Reading. Texas Christian University, Fort Worth, Texas. 1960.
- Cohen. Objectives for College Classes.
- Dechant, Emerald. Diagnosis and Remediation of Reading Disability. Parker Publishing Co. Inc. West Nyack, New York. 1968.
- Edwards and Silvaroli. Reading Improvement Program. Wm.C. Brown Co. Dubuque, Iowa. 1969.
- International Reading Association. Journal of Reading. January 1970.
- International Reading Association. Reading Difficulties, Diagnosis, Correction and Remediation. Newark, Delaware. 1970.
- Korlin, Robert. Teaching Reading in High School. The Bobbs-Merrill Co., New York. 1964.
- Litcher, Rapien, Seibert, and Morris Sklansky. The Drop-Outs. 1962.
- Litcher, Rapien, Seibert, and Morris Sklansky. The Drop-Outs. 3rd ed.
- Mager, Robert, and Beach, Kenneth, Developing Vocational Instruction. Fearon Publishers. 1967. page 83.
- Mager, Robert F. Preparing Instructional Objectives. Fearon Publishers. Palo Alto, California. 1962.
- Miller, Lyle. Accelerating Growth in Reading Efficiency. Burgess Publishing Co. Minneapolis, Minn. 1968.

Modern Reading Instruction. The Library of Education. The Center for Applied Research in Education. New York.

Moore, Wm. Jr. Against The Odds. Jossy-Bass, Inc. San Francisco.

N.E.A. Learning More About Learning. Association of Supervision and Curriculum Development. Washington, D.C. 1959.

*National Reading Conference. Journal of Reading Behavior. University and Georgia. Athens, Georgia. Spring 1970.

Postlethwait, S.N. The Audio-Tutorial Approach to Learning. Second Edition. Burgess Publishing Co. 1969.

*READING: The Right To Participate. Twentieth Yearbook Of The National Reading Conference. The National Reading Conference, Inc. Milwaukee, Wisconsin, 53233.

Reisman, David. The Lonely Crowd. Yale University Press. 1961. page 315.

Rosenthal, Raymond. McLuhan: Pro & Con. Funk & Wagnalls. New York. page 308.

Roueche, John E. Salvage, Redirection, or Custody? American Association of

Science Research Associates. Reading Goals for the Disadvantaged. Newark, Delaware. 1970.

Smith, H.P. and E.V. Dechant. Psychology in Teaching Reading. Prentice Hall. Englewood Cliffs, New Jersey. 1961.

Spache, George. Good Reading For Poor Readers.

Thomas, E.L. and H. Alan Robinson, Improving Reading in Every Class. Allyn and Bacon, Inc., Boston. 1972.

Thornton. N.E.A. New Media & College Teaching.

STANDARDIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

Section 103.1

Section 103.2

<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>		<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
12.9	above 14		above 14	above 14
12.6	" 14		13.7	" 14
11.9	" 14		13.4	" 14
11.5	" 14		10.5	12.8
11.4	13.9		10.4	11.8
11.0	13.2		9.5	11.7
10.7	13.0		9.4	11.5
10.6	12.8		9.0	11.0
Md. <u>10.2</u>	<u>12.8</u> Md.		8.7	11.0
9.9	12.7		8.4	11.0
9.1	11.9		7.7	10.2
8.6	11.1		7.7	10.0
8.6	9.5		7.6	8.8
8.3	9.1		7.3	8.4
8.1	9.1		7.0	8.0
8.0	8.1		below 7	
below 7			" 7	

TOTAL
NO.OF 17
SCORES

16

17

15

Pre Test
Median Scores of 6 Sections

10.2
8.7
8.3
8.6
8.4
7.2

= Median 8.6 grade level

Post Test
Median Scores of 6 Sections

12.8
11.0
10.9
10.8
10.5
10.4

11.1 Median Grade Level

STANDARDIZED TEST RESULTS
FOR
READING COURSES AT WCJC
NELSON DENNY READING TEST FORM B

Section 103.3

Section 103.4

Pre-Test Grade Level	Post-Test Grade Level	Pre-Test Grade Level	Post-Test Grade Level
13.2	above 14	above 14	above 14
12.3	14	12.7	14
11.5	13.8	10.4	<u>10.9</u>
11.4	13.5	9.9	Md. <u>10.5</u>
10.9	12.7	9.1	<u>10.5</u>
10.6	12.7	Md. <u>8.6</u>	8.1
9.8	12.2	8.3	7.9
9.6	12.2	7.6	
9.2	11.9	7.2	
9.0	10.8	7.1	
8.7	<u>10.8</u> Md.	below 7	
8.7	10.3		
<u>8.7</u> Md.	10.0		
8.1	10.0		
8.0	9.5		
7.9	v9.5		
7.7	9.2		
7.7	9.1		
7.3	8.6		
7.2	8.4		
7.0	below 7		
below 7	" 7		
" 7			
" 7			
" 7			

TOTAL			
NO. OF 25	22	11	7
SCORES			

STANDARDIZED TEST RESULTS
 FOR
 READING COURSES AT WCJC
 NELSON DENNY READING TEST FORM B
 Section 103.5

<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
above 14 10.5 9.8 8.7 8.4 Md. 8.4 8.1 7.5 7.3 7.0 below 7	above 14 12.4 11.7 10.8 10.7 <u>10.4</u> Md. 9.5 9.2 9.0 7.9 below 7

TOTAL NO. OF SCORES 11	11
--	----

STANDARDIZED TEST RESULTS
FOR
READING COURSES AT WCJC

NELSON DENNY READING TEST FORM B

(Directed Studies) Section 101.1

<u>Pre-Test Grade Level</u>		<u>Post-Level Grade Level</u>
11.4		13.4
10.0		13.2
9.6		12.6
9.5		12.4
9.4		12.3
9.4		11.7
9.2		11.7
8.3		11.4
8.0		11.2
7.9		11.0
7.7		11.0
7.3	Md. 7.2	<u>10.9</u> Md.
7.1		9.8
7.1		9.6
7.1		9.5
below 7		8.7
" 7		8.1
" 7		8.1
" 7		8.1
" 7		7.3
" 7		below 7
" 7		
" 7		

TOTAL NO.
OF SCORES 24

23

A Comparison of Pre-Test
Statistics at WCJC for Reading
Class Sections

Median Scores

Source: Nelson Denny Standardized Reading Test.
Forms B & A

Fall Form B

<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>		1971	1972	1973	1974
10.9	10.2	9.0			11.0	12.8	11.9	
10.3	9.4	9.0			11.1	10.9	11.2	
10.2	9.1	9.0			10.6	10.6	11.1	
9.6	8.7	8.4				9.4	11.1	
9.6	7.9	8.7				8.8	10.3	
<u>10.1</u>	<u>9.1</u>	<u>8.8</u>			<u>10.9</u>	<u>10.5</u>	<u>11.1</u>	
mean	mean	mean			mean	mean	mean	

Form A 10.9

<u>Directed Studies</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>		1971	1972	1973	1974	1975
	7.6	8.1			9.5	9.0	7.9		
	7.2	7.9			8.2	8.3	7.9		
					7.9				
	<u>7.4</u>	<u>7.9</u>	<u>7.2</u>		<u>8.5</u>	<u>8.7</u>	<u>7.9</u>	9.9	9.1
	mean	mean	mean		mean	mean	mean		

MEDIAN GRADE LEVEL SCORES
 OF
 STANDARDIZED TEST RESULTS
 FOR
 DIRECTED STUDIES READING
 1970-71

	<u>PRE-TEST</u>	<u>MID-TEST</u>	<u>POST-TEST</u>	<u>GAINS</u>
104.1	9.5	9.1	9.9	+ .4
104.2	7.9	9.1	9.1	+1.2
104.3	8.2	8.1	10.0	+1.8

MEDIAN OF
 ABOVE SCORES

<u>PRE-TEST</u>	<u>MID-TEST</u>	<u>POST-TEST</u>
8.2	9.1	9.9

CHANGE OF
 GRADE LEVEL

PRE & POST = +1.7 for 7 months

MID & POST = + .8 for 3 months

TOTAL FOR ALL DIRECTED STUDIES STUDENTS
 (GROUPED BY HIGHEST TO LOWEST SCORES)
 (NOT SECTIONS)

<u>MEDIAN</u>	<u>MEDIAN</u>	<u>MEDIAN</u>
8.8	8.4	9.8

DISTRIBUTION OF SCORES

GRADE LEVEL	<u>PRE-TEST</u>	<u>MID-TEST</u>	<u>POST-TEST</u>
<u>14</u>	1	0	1
<u>13</u>	0	1	1
<u>12</u>	2	0	2
<u>11</u>	0	2	4
<u>10</u>	3	5	7
<u>9</u>	10	5	11
<u>8</u>	5	8	4
<u>7</u>	5	8	2
BELOW <u>7</u>	7	3	2

STATISTICS
FOR
DIRECTED STUDIES 103
DEVELOPMENTAL READING I
FALL 1971

FROM: EMMA GENE SCHROEDER

STANDARDIZED TEST RESULTS
 FOR "DIRECTED STUDIES" READING COURSE AT
 WCJC
 FALL 1971

NELSON DENNY READING TEST - FORM B

Section 103.1

Section 103.2

<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>	<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
12	12.3	13.2	12.9
10.2	10.6	12.9	11.5
10.0	10.4	11.7	11.1
9.5	10.2	9.8	11.0
9.2	9.4	9.8	10.7
9.1	9.2	9.1	10.6
8.6	8.8	9.1	10.4
8.3	8.7 Md.	8.8	10.3
8.0	8.6	8.1	10.2 Md.
7.6	8.4	7.9 Md.	9.5
7.5 Md.	7.9	7.7	9.5
7.5	7.7	7.3	9.2
7.3	7.6	7.2	9.1
7.2	7.5	7.2	8.0
7.0	below 7	7.2	7.2
below 7		below 7	
" 7		" 7	
" 7		" 7	
" 7			
<hr/>		<hr/>	
TOTAL NO. OF SCORES	19	15	18
			15
<hr/>		<hr/>	

FALL 1971
 FREQUENCY TABLES
 "DIRECTED STUDIES

Section 103.1

	<u>Grade Level</u>	<u>Pre- Level</u>	<u>Post- Level</u>
over	14	0	0
	14	0	0
	13	0	0
	12	1	1
	11	0	0
	10	2	3
	9	3	2
	8	3	<u>4</u>
	7	<u>6</u>	<u>4</u>
below	7	<u>4</u>	<u>1</u>

Section 103.2

	<u>Grade Level</u>	<u>Pre- Level</u>	<u>Post- Level</u>
over	14	0	0
	14	0	0
	13	1	0
	12	1	1
	11	1	3
	10	0	<u>5</u>
	9	4	4
	8	2	1
	7	<u>6</u>	1
below	7	<u>5</u>	0

FALL 1971
DIRECTED STUDIES READING (103)

Section	Pre-Test Median Grade Level	Post-Test Median Grade Level	Pre-Test Mode Grade Level	Post-Test Mode Grade Level
103.1	7.5	8.7	7	7 & 8
103.2	7.9	10.2	7	10

STANDARDIZED TEST RESULTS
FOR READING COURSES AT
WCJC
SPRING 1972

<u>Regular Reading</u>	<u>Median Grade Level</u>	
	<u>Pre-Test</u>	<u>Post Test</u>
103.1	9.4	12.1
103.2	10.6	13.2
103.3	10.9	13.6
103.4	12.8	over 14
104.1 advanced	8.8	9.9

<u>Directed Studies</u>	<u>Median Grade Level</u>	
	<u>Pre-Test</u>	<u>Post-Test</u>
104.1	9.0	11.6
104.2	8.3	12.1

STANDARDIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
Spring 1972

NELSON DENNY READING TEST FORM A

Section 104.1

<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>	<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
10.6	13.1	11.1	13.6
10.7	13.1	10.0	13.1
10.3	13.1	9.5	12.7
9.8	12.6	9.5	12.4
9.5	11.9	9.0	12.3
9.0	11.6	9.0	12.1
Md. <u>9.0</u>	Md. <u>11.6</u>	8.9	Md. <u>12.1</u>
8.9	11.1	8.8	10.9
8.2	11.1	8.3	10.4
7.7	10.9	Md. <u>8.3</u>	10.4
7.7	9.7	8.2	10.2
7.0	9.3	8.2	9.7
	7.0	8.1	9.3
		7.7	
		7.3	
		below 7	
<hr/>		<hr/>	
Total No. of 12 Scores	13	16	13
<hr/>		<hr/>	

STANDARDIZED TEST RESULTS
 FOR READING COURSES AT
 WCJC
 FALL 1972

Reading Reading	Median Grade Level	
	<u>Pre-Test</u>	<u>Post-Test</u>
103.1	9.1	11.1
103.2	10.2	13.1
103.3	9.4	11.4
103.4	8.7	11.4
103.5	7.9	11.9

Directed Studies	Median Grade Level	
	<u>Pre-Test</u>	<u>Post-Test</u>
103.1	7.2	9.9
103.2	7.6	9.0

STANDARDIZED TEST RESULTS
 FOR
 DIRECTED STUDIES READING
 FALL 1972
NELSON DENNY READING TEST FORM A

Section 103.1

Section 103.2

<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>	<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
10.8	12.8	11.2	14.0
9.6	11.5	11.0	14.0
9.5	11.2	10.5	13.8
9.2	10.8	10.2	12.5
9.1	10.7		10.3
9.0	10.4	10.0	9.9
8.7	10.2	8.4	9.4
8.6	Md. <u>9.9</u>	8.4	9.1
7.7	9.9	8.0	9.0
7.3	8.7	7.7	9.0
7.2	8.4	7.6	8.8
Md. <u>7.2</u>	8.4	7.2	8.8
<u>7.1</u>	8.3	7.2	8.7
7.1	8.0	7.1	8.4
below 7	7.5	7.0	8.3
" 7	7.5	below 7	7.9
" 7	7.3	" 7	7.2
" 7	7.0	" 7	
" 7	7.0	" 7	

TOTAL			
NO. OF	20	19	18
SCORES			17



STANDARDIZED TEST RESULTS
FOR
READING COURSES AT WCJC
SPRING 1973

Regular Reading	Median Grade Level	
	Pre-Test	Post-Test
103.1	11.1	13.8
103.2	11.2	13.8
103.3	11.1	14.0
103.4	11.9	13.2
104.1	10.3	11.7

Directed Studies	Median Grade Level	
	Pre-Test	Post-Test
104.1	7.9	9.0
104.2	7.9	8.6

STANDARIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
SPRING 1973
NELSON DENNY READING TEST FORM A

Section 104.1

Section 104.2

<u>Pre-Test Grade Level</u>		<u>Post-Test Grade Level</u>		<u>Pre-Test Grade Level</u>		<u>Post-Test Grade Level</u>	
	12.4		13.9		7.5		10.4
	9.8		13.1		7.2		14.0
	9.5		11.4		7.0		9.9
	9.1		10.9				9.0
	9.1		10.6				Md. 9.0
	9.0		10.4				<u>8.3</u>
	9.0		9.7			Md.	<u>7.9</u>
	7.9		9.1				7.5
	7.1	Md.	<u>9.0</u>		below		7.0
	7.0		8.8		"		7.0
below	7.0		8.4		"		7.0
"	7.0		8.3				below 7.0
"	7.0		7.8				(This student
"	7.0		7.6				was very ill
							and absences
							were excessive)
TOTAL							
NO. OF	14		17			9	8
SCORES							

STANDARDIZED TEST RESULTS
FOR READING COURSES AT
WCJC
FALL 1973

<u>Regular Reading</u>	<u>Median Grade Level</u>	
	<u>Pre-Test</u>	<u>Post-Test</u>
103.1	8.4	10.7
103.2	9.0	10.6
103.3	9.0	11.2
103.4	9.0	12.5
103.5	8.7	11.7

<u>Directed Studies</u>	<u>Median Grade Level</u>	
	<u>Pre-Test</u>	<u>Post-Test</u>
103.1	8.1	10.3
103.2	7.9	8.8

STANDARDIZED TEST RESULTS
FOR
DIRECTED STUDIES READING
FALL 1973
NELSON DENNY READING TEST FORM B

Section 103.1

Section 103.2

<u>Section 103.1</u>		<u>Section 103.2</u>	
<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>	<u>Pre-Test Grade Level</u>	<u>Post-Test Grade Level</u>
9.2	12.8	10.9	13.1
9.2	11.1	9.1	12.9
8.4	10.6 Md. 10.3	8.8	10.3
8.1	9.9	8.8	9.9
Md. <u>8.1</u>	9.1	8.7	9.6
7.9	8.3	8.6	<u>9.1</u>
7.2		8.3	Md. <u>8.8</u>
below 7.0		8.3	<u>8.7</u>
" 7.0		7.9	8.4
		7.7	8.1
		7.6	7.6 _s
		7.2	7.1
		7.0	7.1
		below 7.0	
		" 7.0	
		" 7.0	
		" 7.0	
<hr/>		<hr/>	
TOTAL NO.OF SCORES	9	6	17
			13
<hr/>		<hr/>	
	8.0	10.3	8.0
			9.2

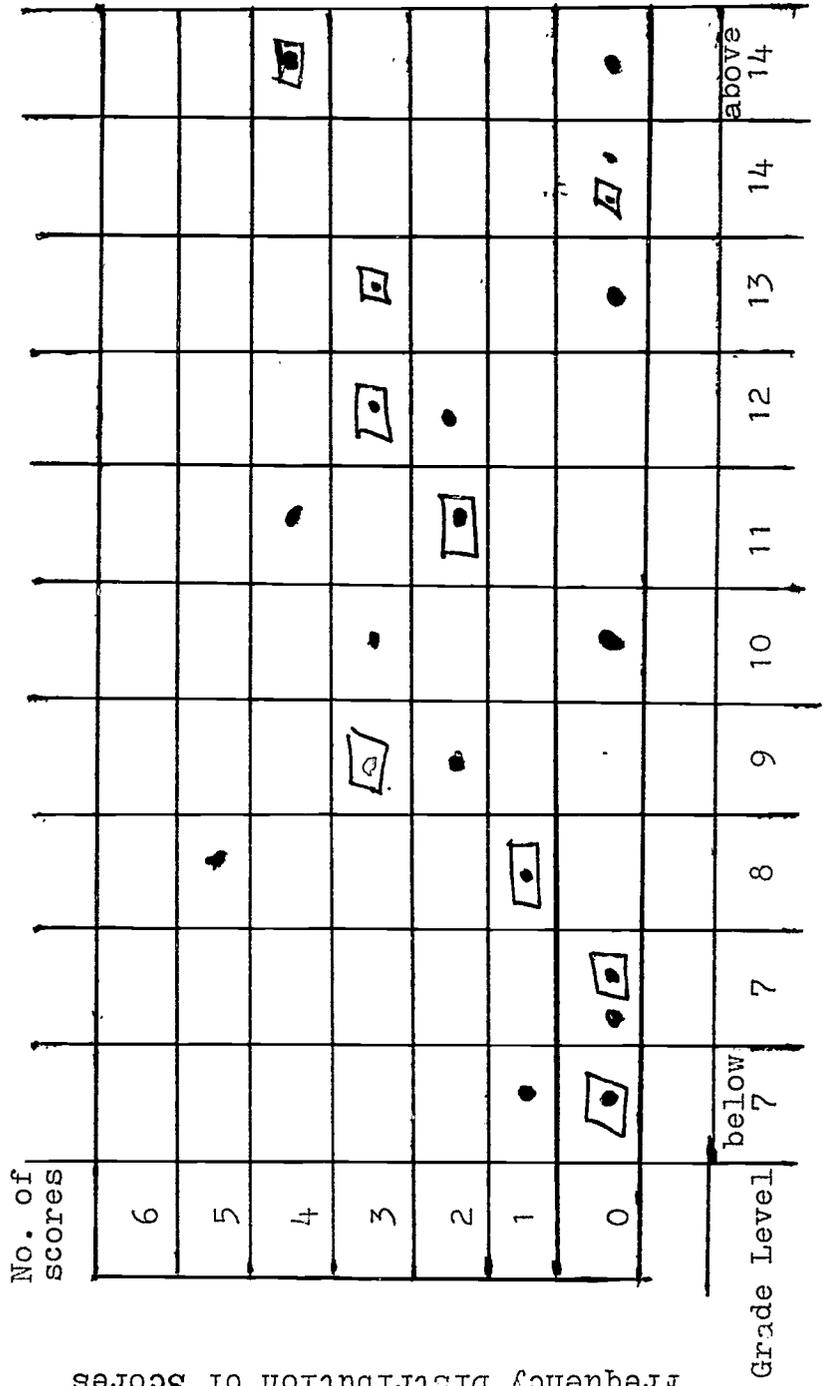
Reading 103.1

Legend = Pretest

= Post test

Median Score Pretest 10.2

Post test 12.8



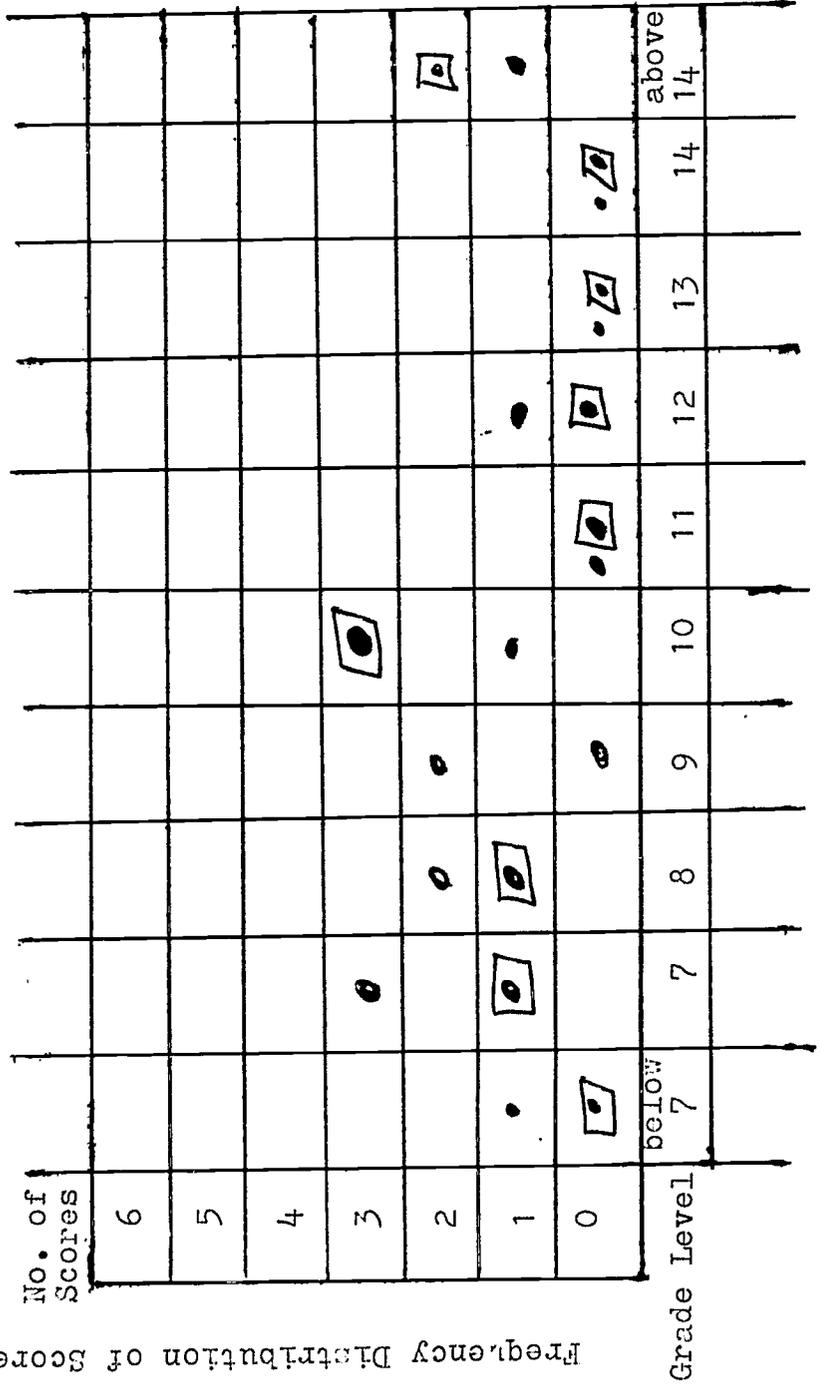
• 9 scores 10th and above
 ◻ 12 scores 10th grade and above

Reading 103.4

Legend = Pretest
= Post test

Median Scores= Pretest 8.6
Post test 10.5

Frequency Distribution of Scores



3 scores 10th grade level and above
5 scores 10th grade level and above

Reading 101.1

Median Score= Pretest 7.2
 Post Test 10.9

9

Frequency Distribution of Scores

No. of Scores	6	5	4	3	2	1	0	below 7	7	8	9	10	11	12	13	14	above 14
	•		□	□	•	□			□		•	□	•	□	•	□	•
Grade Level																	

2 scores 10 th grade and above

12 scores 10th grade and above