



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 5/8/2008
- COR Update
- Pre Req/Advisories 5/8/08
- Other Changes 5/8/08
- Effective Date

COURSE SUBJECT & NUMBER: READ 095

COURSE NAME: Basic Reading Strategies for College Success

COURSE UNITS: 4 **COURSE HOURS:** 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Corequisite: Concurrent enrollment in READ 095L

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

Development of reading skills which are needed by the basic reader. Major areas covered include comprehension development, word analysis skills, vocabulary building, dictionary skills, fluency rate and inflection, and study skills.

NOTE: No grade will be given for this class; student will receive "pass" or "no pass" only. (Credit course not applicable to the associate degree and certificate programs.)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. State the main idea of a paragraph.
2. Identify the major supporting details of a paragraph.
3. Create an outline for a passage, utilizing the main idea and major supporting details.
4. Utilize word analysis skills: identify the prefix, suffix, and root of a word, divide the word into syllables, and identify word patterns and derivatives of words.
5. Vocabulary building: define meaning of vocabulary studied, select appropriate definition according to context, and construct meaningful sentences with these new words.
6. Apply study skills to reading a textbook.
7. Improve in fluency rate, as measured by words read per minute.
8. Increase reading comprehension as measured by a standardized test at the beginning and end of the semester.
9. Increase vocabulary as measured by a standardized test at the beginning and end of the semester.
10. Locate a word in the dictionary and be able to use the pronunciation key to figure out how to pronounce the word.
11. Select the appropriate definition for a word in the context of a sentence or paragraph, using context clues to select the correct appropriate dictionary entry.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Title 5 requires that each instructor must cover all material listed below.)*

I. Comprehension Development

- A. Main Idea
- B. Major Supporting Details
- C. Creating an outline with main idea and major supporting details

II. Word Analysis Skills

- A. Prefix
- B. Suffix
- C. Word Roots
- D. Syllabification/syllabication
- E. Word patterns
- F. Derivatives of words

III. Vocabulary Development

- A. Definitions of new words
- B. Identification of roots and affixes in new words
- C. Constructing meaningful sentences with new words

IV. Dictionary Usage

- A. Use of pronunciation key and symbols
- B. Selecting correct definition in context

V. Fluency Rate

- A. Automaticity
- B. Fluency rate, # of words read/minute, monitoring comprehension
- C. Fluent reading, reading with inflection

VI. Study Skills

- A. Study skills used for studying written materials
- B. Underlining written materials
- C. Note taking from written materials
- D. Outlining main ideas and major supporting details
- E. Annotating text
- F. Vocabulary study strategies

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TYPICAL HOMEWORK ASSIGNMENTS: READING, WRITING, COMPUTATIONAL, OTHER

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

On a weekly basis, students will read a chapter in their comprehension book, a chapter in their vocabulary book, complete assigned exercises in both books, study for tests in both books, read an assigned novel or factual book, and complete fluency rate activities as assigned.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

On a weekly basis, students will write down answers to their questions. Many questions or exercises will require written sentences.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

4. Describe other types of homework assignments that students may be asked to complete; note if any are required:

Short library research assignments may be required; short Internet research assignments may be required; students will need to complete computer activities (such as rate and comprehension activities) outside of class time.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will be analyzing passages to determine the main idea and major supporting details; formulating these statements when they are not literally stated in the passage; creating outlines based on main ideas and major supporting details in a passage; organizing words according to patterns or derivations; and composing meaningful sentences using new vocabulary words.

6. For categories 1-4, describe the estimated time per week it would take a student to complete homework assignments.

Title 5 uses the Carnegie formula for establishing units using a 2:1 ratio as follows: 1 hr. lecture = 2 hrs .homework; 2 hrs. lecture = 4 hrs .homework; etc. For example: reading textbook—2 hours; writing reports—3 hours.

Reading: 5

Writing: 1

Computational:

Other: 2

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, facilitate group work, etc. Do not list specific instructional equipment.)*

The instructor will 1. present information in lectures, 2. follow up with application exercises completed by students individually or in small groups, 3. facilitate group work and discussions, 4. model comprehension activities through demonstration, and 5. model appropriate written answers to various exercises.

METHODS OF EVALUATION: *(These must be clearly related to course content, assignments, and objectives in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

1. The students will be evaluated in their ability to state or identify the main idea and major supporting details of a passage through successful completion of exercises, formation of a logical outline, and/or performance on assessment measures. (obj. 1, 2, 3).
2. The students will be evaluated in their ability to utilize word analysis skills through successful completion of exercises, and/or by performance on assessment measures and standardized tests (obj. 4).
3. The students will be evaluated in their ability to define and use new words appropriately, through participation in class activities, through successful completion of exercises, and/or by performance on assessment measures (obj. 5).
4. The students will be evaluated in their ability to apply study skills by successful completion of exercises and/or by performance on assessment measures (obj. 6).
5. The students will be evaluated on their ability to improve in fluency rate, measured by the number of words read per minute, as monitored by the instructor, the student, computer software, and/or as measured on formal assessment measures (obj. 7).
6. The students will be monitored on comprehension and vocabulary as measured by successful completion of exercises, assessment tests, and/or standardized tests (obj. 8 and 9)
7. The students will be evaluated on their ability to use the dictionary pronunciation key and on their ability to locate the correct definition of a word as used in context through successful completion of exercises and/or by performance on assessment measures (obj. 10 and 11).

Suggested Texts or other Instructional Materials *(list several when possible; include title, author, publisher, date, and latest edition.)*

Atkinson and Longman, Reading Strategies for Today's College Student. Thomson and Wadsworth Publ.: Boston, MA., 2006.

Henry and Pongratz, Developing Vocabulary. New York, NY, 2007.

American Heritage College Dictionary, 4th ed., Houghton Mifflin Co.: Boston, MA., 2004.