



ANTELOPE VALLEY COLLEGE  
**Academic Affairs**  
**Course Outline of Record**

**Academic Affairs Only**

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation )
<input checked="" type="checkbox"/>	COR Revision 2/12/2009
<input type="checkbox"/>	Pre Req/Advisories
<input checked="" type="checkbox"/>	Other Changes 2/12/2009
<input type="checkbox"/>	SLOs

**COURSE SUBJECT & NUMBER:** READ 095L

**COURSE NAME:** Basic Reading Strategies for College Success—Lab

**COURSE UNITS:** .5 **COURSE HOURS:** 24 hours total

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

Corequisite: Concurrent enrollment in READ 095

**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 as (R# ).*  
 The course provides instructor support for students enrolled in READ 095, and is designed to help students complete course assignments and to master learning objectives. **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:** *( Title 5 requires that courses show evidence of critical thinking skills. 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. Use the college Reading Lab to complete READ 095 computer assignments.
2. Work with the instructor regarding specific activities to be completed in reference to the curriculum for the parent course. These decisions need to be made in reference to the students’ strengths and weaknesses, performance on course assessments, coursework completed, and future assignments for the course.
3. Receive additional instruction to help the student master learning outcomes (SLOs) for READ 095.

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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. 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:** (Do not include in-class work, quizzes, or tests)

*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:**

As required for READ 095

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

As required for READ 095

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

Not required.

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Not required

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

**Reading Assignments:**

**Writing Assignments:**

**Computational Assignments:**

**Other Assignments:**

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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, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

The instructor will be working with the students in groups and on an individual basis to provide instruction and supplemental learning assistance to students enrolled in READ 095.

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments 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. Students will be graded on supplemental activities completed which complement the objectives in the parent course, READ 095.

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

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, 4<sup>th</sup> ed., Houghton Mifflin Co.: Boston, MA., 2004.