



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 097

COURSE NAME: Reading Comprehension for College Success

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

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

Prerequisite: Eligibility for READ 097 (AVC assessment) or Completion of READ 095

Corequisite: Concurrent enrollment in READ 097L

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 interrelated and combine to produce a competent reader. Major areas covered include comprehension, vocabulary development, rate, and study skills.

No grade will be given for this class; students 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. Have increased comprehension and vocabulary by at least one grade level as measured by performance on the *Stanford Diagnostic Reading Test*.
2. Have improved reading rate a minimum of 200 words per minute, maintaining 75% comprehension.
3. Identify the main idea of a passage.
4. Identify supporting details.
5. Differentiate between major and minor details.
6. Identify patterns of paragraph organization.
7. Form logical conclusions about written material.
8. Form logical inferences, and identify logical supporting information.
9. Differentiate between factual and opinion statements.
10. Summarize written selections.
11. Demonstrate the ability to follow written directions.
12. Determine meanings of words by using context clues.
13. Determine meanings of words by using word parts.
14. Demonstrate the ability to use the dictionary.
15. Demonstrate the ability to solve analogies.
16. Apply study skill strategies to instructional passages.

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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
 - A. Main Idea
 - B. Supporting Details
 - 1. Major
 - 2. Minor
 - C. Patterns of Paragraph Organization
 - D. Conclusions
 - E. Inferences
 - F. Fact and Opinion

- II. Vocabulary
 - A. Dictionary Skills
 - B. Word meanings
 - C. Structural Analysis
 - 1. Prefix
 - 2. Suffix
 - 3. Root
 - D. Context Clues
 - E. Synonyms
 - F. Antonyms
 - G. Analogies

- III. Study Skills
 - A. Time Management
 - B. Study habits
 - C. SQ3R (Survey, Question, Read, Recite, and Review)
 - D. Mapping
 - E. Outlining
 - F. Summarizing
 - G. Highlighting
 - H. Note taking
 - I. Following written directions

- IV. Rate

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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:

1. On average, one chapter per week will be assigned in the comprehension text. Students will read about concepts, and apply the concepts being presented. The vocabulary book will be used in much the same way as the comprehension text.
2. Students will read a novel, inside and outside of class; the novel will be chosen by the student and approved by the instructor.
3. Computer programs will be assigned (comprehension, vocabulary, rate and study skills) on a weekly basis.
All assignments are required.

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

1. Students will answer a variety of questions about instructional materials presented.
2. The student will write and submit a book report.
3. The student will prepare vocabulary cards and original sentences for assigned vocabulary words.
All assignments are required.

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

Not Applicable

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:

1. The student will complete instructor prepared worksheets based on lectures.
2. Students will be working with software in the reading computer lab. This software covers a variety of topics including comprehension, vocabulary, rate and study skills.
All assignments are required.

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

1. Identification of main ideas of paragraphs.
2. Distinguishing between major and minor details
3. Differentiating among patterns of paragraph organization.
4. Differentiating between factual and opinion statements.
5. Forming reasonable conclusions about written material.
6. Summarizing written material.

6. For categories 1-4 above, 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 Assignments: 4 hours per week

Writing Assignments: 2 hours per week

Computational Assignments: Not applicable

Other Assignments: 2 hours per week

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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.)*

1. Instructor will present information in whole class and small group lectures, followed with application exercises to be completed by the students.
2. Development and implementation of individualized plans with independent materials including computer programs for vocabulary, comprehension and rate.
3. The instructor will facilitate group work and discussions.
4. The instructor will model comprehension activities through demonstration, and model appropriate written responses to various exercises.

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. The students will be evaluated in their ability to identify and state the main idea and major supporting details of a passage through successful completion of exercises, developing outlines, writing summaries and/or performance on assessment measures (Objectives 3, 4, 5 and 10).
2. Students' ability to comprehend vocabulary will be assessed by evaluation of student performance on homework exercises, in-class assignments, and periodic tests (Objectives 12, 13, 14, and 15).
3. The student will be evaluated on identifying paragraph organization, making logical inferences, differentiating between fact and opinion, and drawing reasonable conclusions by homework exercises, in-class assignments, computer activities and quizzes (Objectives 6, 7, 8, and 9).
4. Students will be evaluated on their ability to follow directions by successful completion of textbook and instructor developed exercises, in-class assignments, and performance on assessment measures (Objective 11).
5. Students will be evaluated on their increase in comprehension and vocabulary levels by performance on the *Stanford Diagnostic Reading Test* (Objective 1).
6. Students' increase in reading rate will be assessed by rate calculation on computer software (Objective 2).
7. Students' ability to apply study skills strategies will be assessed by evaluation on homework exercises, computer activities, and in-class assignments (Objective 16).

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

Guide to College Reading by Kathleen McWhorter, Seventh edition. Publisher: Pearson-Longman, 2006

Vocabulary Simplified: Strategies for Building Your College Vocabulary by Kathleen McWhorter. Publisher: Pearson-Longman, 2006.

American Heritage College Dictionary, fourth edition. Publisher: Houghton Mifflin