



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 2/12/09
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: READ 097L

COURSE NAME: Reading Comprehension 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 097

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 097, 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 097 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 097.

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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
 - 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:

As required for READ 097

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

Students will write short answers on occasion to respond to material they have read for course assignments. These answers may include analyzing the author’s purpose for writing a selection, formulating an opinion in response to the author’s point of view, or writing a summary or paraphrase of a passage.

As required for READ 097

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 097.

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 097.

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.)

Henry, D.J., The Skilled Reader, 2nd ed. Pearson Education, Inc., New York, NY., 2008.

Flemming, L., Words Count. Houghton Mifflin Co., Boston, MA., 2005.

Downing, S., On Course, 5th ed. Houghton Mifflin Co., Boston, MA., 2008.

American Heritage College Dictionary, 4th ed., Publisher: Houghton Mifflin, 2004.