



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 4/22/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 3/15/2008

COURSE SUBJECT & NUMBER: READ 150

COURSE NAME: *Speed Reading

COURSE UNITS: 2 **COURSE HOURS:** 3 hours weekly

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

Advisory: Eligibility for READ 099

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#).*

In this course students work on improvement in the areas of reading speed, comprehension, and study skills. The content is designed for those whose academic studies, work, or professional training requires extensive supplementary reading. Students learn to adjust their approach to reading in response to the purpose for reading and the difficulty of the reading material. READ 150 is designed for students reading at the READ 099 level or above. (CSU, AVC)

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. Increase reading rate by at least 200 words per minute, maintaining 70% comprehension.
2. Define specialized terminology or explain specific concepts about the reading process.
3. Identify the main idea of a passage.
4. Identify the major supporting details of a passage.
5. Determine the primary organizational pattern of a passage.
6. Describe and execute the following procedures: summarizing, preview skimming, scanning, rapid reading, overview skimming, and critical reading.
7. Describe and execute the steps for a study strategy such as SQ3R (Survey, Question, Read, Recite, Review).

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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.)*

1. COMPREHENSION

- A. Main idea
- B. Controlling idea
- C. Major supporting details
- D. Organizational patterns

2. STUDY SKILLS

- A. SQ3R (Survey, Question, Read, Recite, Review) or a related study strategy
- B. Mapping
- C. Underlining
- D. Annotating
- E. Outlining

3. RATE

- A. Previewing
- B. Overview reading
- C. Skimming
- D. Scanning
- E. Rapid reading
- F. Study reading
- G. Critical reading

4. THE READING PROCESS

- A. Eye movements
- B. Cognitive processing of information
- C. Memory 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:

1. One chapter per week in a speed reading textbook. This involves reading about speed reading concepts and applying speed reading strategies to passages provided.
2. Additional readings will be assigned which provide additional practice to help students improve their reading rate and comprehension (rate and comprehension are both monitored on all speed reading activities). These may include activities in the textbook, other workbooks, trade books, and computer programs.

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

The writing assignments require the students to apply a variety of critical reading and thinking skills to various types of written materials. The assignments may require the student to complete activities such as writing summaries, synthesizing written information, and responding to a written selection. Students will be asked to vary their reading rate according to the material and purpose; students may be asked to maintain a journal discussing their results in the application of speed reading strategies to the material read.

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

Calculating reading speed in words per minute and charting results to monitor progress.

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:

N/A

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: 4.5

Writing Assignments: 1.0

Computational Assignments: 0.5

Other Assignments: 0

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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. Large group lectures and discussions.
2. Small group instruction and discussions.
3. Use of small cooperative work groups to apply concepts to instructional materials.
4. Individualized instruction with instructor-assigned materials.
5. Computer aided instruction under the supervision of an instructor.

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. Timing students while they read and measuring reading comprehension will be used to calculate students' reading rate (in words per minute) and comprehension (% of questions answered correctly) (Obj. 1).
2. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to define terminology and/or explain concepts about the reading process (Obj. 2).
3. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to identify the main idea, major supporting details, and primary organizational pattern of a passage (Obj. 3, 4, and 5).
4. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to describe speed reading strategies (Obj. 6).
5. Timing students while they read (words per minute), measuring reading comprehension (% of questions answered correctly), and using self-reported information will be used to assess students' ability to apply speed reading strategies (Obj. 6).
6. Homework, in-class assignments, and quizzes/tests will be used to assess students' ability to describe and execute the steps for specific study strategies (Obj. 7).

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.)

A. Phillips and P. Sortirou, Steps to Reading Proficiency 5th ed. Wadsworth Publishing, 2000.

Fry, Edward. Reading Drills Advanced. Jamestown Publishing, 2000.

The above two texts are more than five years old; however, their information is still quite relevant, and there have been no new editions published since 2000.

Novels, autobiographies, and other types of trade books such as:

Cooper, Anderson, Dispatches From The Edge, Harper, 2007.

Harper, Hill, Letters to a Young Sister: Define Your Destiny, Gotham Books, 2009.

Harper, Hill, Letters to a Young Brother: Manifest Your Destiny, Gotham Books, 2006.

Mortenson, Greg, Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time, Penguin Books, 2007.