

**I. COURSE DESCRIPTION**

Department Information:

Division: Humanities  
Department: Adult Literacy and College Preparation Skills  
Course ID: READ 015  
Course Title: Preparation for College Reading  
Units: 4  
Lecture: 3 hours  
Laboratory: 3 hours  
Prerequisite: Reading 950 or eligibility for Reading 015 as determined through the SBVC assessment process.

Catalog and Schedule Description:

Designed to foster general reading improvement with an emphasis on reading comprehension and vocabulary. Required laboratory practice assignments are based on diagnostic tests, which identify strengths and weaknesses. (Formerly READ 970X3)

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.**

**III. EXPECTED OUTCOMES FOR STUDENTS**

Upon completion of the course, the student should be able to:

- A. Demonstrate the ability to decode and encode words using phonetical and structural analyses and vocabulary development.
- B. Differentiate between connotative, denotative meanings.
- C. Demonstrate an understanding of word affixes and roots.
- D. Employ basic and advanced comprehension skills at tenth-grade level, based on Fry's Readability Scale.
- E. Create written and oral responses to readings showing critical thinking skills.
- F. Demonstrate one level (300 words) of vocabulary development showing understanding of meaning, pronunciation, and usage.
- G. Demonstrate the ability to read at or above tenth-grade level based on a standardized test or alternative assessment instrument.

**IV. CONTENT**

- A. Vocabulary Development
  - 1. Word Origins
  - 2. Denotative/ connotative meanings of words
  - 3. Greek, Roman, Latin, Old English roots, affixes
  - 4. Context Clues
- B. Literal/Inferential Comprehension Main Ideas
  - 1. Main Ideas
  - 2. Supporting Details
  - 3. Implied Main Ideas
  - 4. Transition Words
  - 5. Fact and Opinion
  - 6. Inferences
- C. Critical/ Evaluative Comprehension Skills
  - 1. Author's Purpose and Tone
  - 2. Evaluating Arguments
  - 3. Fiction, non-fiction short stories
- D. Writing Applications
  - 1. Professional Journals

2. Literary responses
3. Books Reports
  - a. Five elements of fiction
    1. Setting
    2. Plot
    3. Theme
    4. Characterization
    5. Style

**V. METHODS OF INSTRUCTION:**

Varies by instructor, but could include:

- A. Lecture
- B. Individualized laboratory practice
- C. Computer- assisted instruction
- D. Tech-based instruction
- E. Collaborative and cooperative learning groups.
- F. Audio and videotapes

**VI. TYPICAL ASSIGNMENTS:**

- A. Vocabulary Development and Word Analysis
  1. Given a sentence with an unknown word, select one of four context clues, such as examples, synonyms, antonyms, and general sense of the sentence, to assist you in finding the definition of the word.
  2. Identify suffixes, which also indicate the parts of speech, for each vocabulary word ( 20 words per week).
- B. Book Reports
  1. Are the historical events described in the assigned biography you have read a true, reflective account of the time period?
  2. Compare and contrast other works by your chosen author.
- C. Writing Applications
  1. Analyze an editorial from a large metropolitan newspaper and locate the fact, opinion, author's bias, and propagand technique.

**VII. EVALUATION:**

- A. Methods of Evaluation
  1. Diagnostic pre- and post-tests using the Nelson-Denny Reading Test or other assessment instruments.
  2. Regular vocabulary quizzes and mastery tests.
  3. Written book reports.
  4. Completion of workbook activities and other homework activities.
  5. Completion of laboratory contracts.
  6. Sample test question: Identify the prefix that means against
    1. re
    2. con
    3. pro
    4. pre
    5. ab
- B. Frequency of Exams
  1. Fifteen vocabulary quizzes
  2. Three Mastery Vocabulary Tests
  3. One Midterm Exam
  4. Book Report
  5. Departmental Final Exam

**VIII. TYPICAL TEXT(S)**

- A. Langan, John. Ten Steps To Improving College Reading Skills, 4<sup>th</sup> Ed.  
NJ: Townsend Press, 2003.
- B. Langan, John. Ten Steps To Advancing College Reading Skills, 4<sup>th</sup> Ed.  
NJ: Townsend Press 2003.
- C. Morris, H. EDL words, Clues, Level I-M., 1989
- D. Anaya, R. Bless Me Ultima, TX: Warner Books, 1972.
- E. Quantum Reading Software, Levels I, J, K, L, and M.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:**

Assorted novels, dictionaries, lab packets, handouts, headphones.

## PREREQUISITE COURSE

**Target Course:** Read 015, Preparation for College Reading

**Prerequisite Course:** Read 950, Reading Skills II

**Instructions:**

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Student Outcomes" section of the Course Outline ("upon completion of the course, the student should be able to...")
2. Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical                      2=Very Helpful                      3=Desirable

**Skills Analysis**

Exit Skills in Prerequisite Course	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
Utilize vocabulary and word attack strategies as required for eighth-grade level reading material.	X	1
Complete one level of vocabulary development showing understanding of meaning, pronunciation and usage.	X	2
Employ basic and advanced comprehension skills: vocabulary in context, recognizing main ideas, locating supporting details, patterns of organizations and critical reading and thinking skills as required for eighth-grade level materials.	X	1
Provide written and oral responses to reading showing critical reading and thinking skills.	X	1
Read at or above the eighth-grade level based on a standardized test or alternative assessment instrument.	X	1
Use the dictionary and employ reference skills.	X	1