

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

_____ Transfer course A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: Read 50 Reading Improvement

UNIT VALUE: 4

MINIMUM NUMBER OF SEMESTER HOURS: 96

BASIC SKILLS REQUIREMENTS: The ability to express an understanding of concepts as found in the assigned text and other required readings. Appropriate language skills to write book reviews and summaries of expository materials.

ENTRANCE REQUIREMENTS: None

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

A course designed to improve reading skills. Individual reading problems are diagnosed and improved through a variety of instructional materials and reading techniques. For students who need to remedy difficulties with reading comprehension, vocabulary, and fluency.

SPECIFIC COURSE OBJECTIVES:

Successful students will be able to:

1. Identify and apply word recognition principles such as phonics and common prefixes, roots and suffixes.
2. Increase comprehension ability on the literal and inferential levels through identifying and contrasting main ideas, sequencing, generalization, and deducing valid conclusions.
3. Read, recall and analyze novels.
4. Identify, apply, and justify appropriate study skills' techniques for specific textbook reading assignments.
5. Achieve fluency in the reading process.
6. Improve individual reading weaknesses through individualized lab assignments.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

I. Visual perception to promote fluency

- A. Instructor reviews the reading process including the physical and mental steps necessary to read efficiently.
- B. Programmed exercises are provided in the instantaneous perception to increase fluency in the reading process.
- C. Timed exercises to increase flexibility of reading rate and acuity.

II. Vocabulary

- A. Phonetics strategies are demonstrated to improve the basic decoding process.
- B. Morphology instruction to increase vocabulary will include quizzes on prefixes, roots, and suffixes from teacher-made word lists and prepared work sheets.

III. Comprehension

- A. Literal comprehension skills are covered through exercises in main idea, fact finding, sentence, and paragraph structure.
- B. Inferential comprehension skills are covered through exercises in drawing conclusions, predicting outcomes, and reading critically.

IV. Study Skills

- A. Textbook management skills offered include SQ4R, Gray's skimming, outlining, and note taking.
- B. Skills are discussed and demonstrated to increase concentration and memory while reading.

REQUIRED READING: (At least one of the following as determined by the instructor.)

Bromberg, Murray and Melvin Gordon. 1100 Words You Need to Know. 3rd ed. Hauppague: Barron's Education Services, Inc. 1993.

Gilmore, Michael T., Allan Sack, and Jack Yourman. 88 Passages: To Develop Reading Comprehension. 3rd ed. Circle Pines: American Guidance Service, 1983.

Miller, Wanda and Sharon Steeber de Orozco. Reading Faster and Understanding More, Book One. 5th ed. New York: Harper Collins Publishers, 2001.

Smith, Brenda D. Breaking Through College Reading. 5th ed. New York: Harper Collins College Publishers, 1999.

SUGGESTED READING:

Boning, Richard A. Specific Skills. 8 skls. Barnell Loft, Ltd., Chicago: 1990

College Skills Reading Program.. Prog 1. Chicago: Science Research Associates, Inc., 1969.

Davidson, Jan, Ph.D. and Richard K. Eckert, Jr. Speed Reader II. Computer software. Davidson & Associates, Inc., 1985. Apple, IBM PC.

Davidson, Jan, Ph.D. and Richard K. Eckert, Jr. Word Attack. Computer software. Davidson & Associates, Inc., 1986.. Apple, IBM PC.

Duddy, Karen. Comprehension Skills. 10 skls. Jamestown Publishers, Providence: 1981.

Reading Strategies Comprehension Skills. Vers. 2.0. Computer software. EDL, 1987.

Thurstone, Thelma. Reading for Understanding. Kts 2 & 3. 100 lev. Chicago: Science Research Associates, Inc., 1990.

Topics for the Restless. 3 bks. Ed. Edward Spargo. Providence: Jamestown Publishers, 1974.

REQUIRED WRITING:

1. Students will submit a minimum of three (3) written book reviews of novels of their choice. Reviews will demonstrate the student's comprehension of both literal and inferential levels in the novel as well as plot, and characterization setting. (They should be at least two pages in length.)
2. Students will submit at least three one page summaries of teacher-selected short prose pieces demonstrating their ability to analyze material at her/his reading level.

OUTSIDE ASSIGNMENTS:

Students will spend at least six hours per week outside of class and lab reading novels, reading the textbook, studying teacher-made word lists and applying reading skills to various reading selections

Completion of all individualized weekly assignments involving a minimum of three hours in the Reading Lab Center per week.

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

INSTRUCTIONAL METHODOLOGY:

Methodology will include in-class lecture supported by teacher-made drills for review. Individualized instruction in lab will be provided including:

1. Instructor administers standardized reading tests to evaluate reading ability in various areas while diagnosing reading strengths and weaknesses.
2. Instructor issues a weekly lab assignment after results are determined from the placement tests.
3. Student-instructor conferences are held during the semester concerning development, interest, acquisition, and application of various reading techniques.

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply.

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
 Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
 Two-Way Video Conferencing (Two-way interactive video and audio)
 One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
 Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

35% = Pre and post standardized reading tests and instructor prepared tests to indicate growth in vocabulary and comprehension skills.

20% = Quizzes on prefixes, roots and suffixes.

15% = At least three written book reviews.

30% = Completion of lab assignments and homework.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit: 3

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Sue Musgrove, Reading Services ext. 2764.

SIGNATURES:

SIGNATURES ON FILE