COURSE OUTLINE OF RECORD

Number: ENGW G032  TITLE: Reading For College Success

ORIGINATOR: Sacha Moore  EFF TERM: Spring 2008
FORMERLY KNOWN AS:  DATE OF OUTLINE/REVIEW: 12-21-1999
CROSS LISTED COURSE:  TOP NO:
CID:

SEMESTER UNITS: 0.5
HRS LEC: 0.0  HRS LAB: 18.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 18.0
STUDY NON-CONTACT HRS RECOMMENDED: 0.0

CATALOG DESCRIPTION:
For native speaking students and advanced ESL students who desire college level reading skills. This lab course is designed to complement all academic courses that require advanced reading skills by increasing reading comprehension, context, vocabulary, retention, and speed. Open entry/open exit.

JUSTIFICATION FOR COURSE:

PREREQUISITES:

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
   English

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00
CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [ ] Credit - Not Degree Applicable [X]
GRADING POLICY: Pass/No Pass [X]  Standard Letter [ ]  Not Graded [ ]  Satisfactory Progress [ ]
OPEN ENTRY/OPEN EXIT: Yes [X] No [ ]
TRANSFER STATUS: CSU Transferable[ ]  UC/CSU Transferable[ ]  Not Transferable[X]

BASIC SKILLS STATUS: Yes [X] No [ ] LEVELS BELOW TRANSFER: 2 levels below transfer level

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E
REPEATABLE ACCORDING TO STATE GUIDELINES: No [X]  Yes [ ] NUMBER REPEATS: 
REQUIRED FOR DEGREE OR CERTIFICATE: No [X] Yes [ ]

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. explain main ideas and acknowledge significant details in correlated reading.

2. compose grammatically sound responses that answer a variety of prompts concerning the correlated reading.

3. use context clues, structural analysis (roots, suffixes, and prefixes), connotation/denotation, analogies, and clarification to define new vocabulary found in correlated reading.
COURSE OBJECTIVES:
1. explain main ideas and acknowledge significant details at the literal level.
2. make inferences, conclusions, and judgements that promote critical thinking.
3. recognize and relate context clues, structural analysis (roots, suffixes, and prefixes), connotation/denotation, analogies and clarification to increase vocabulary.
4. summarize passages of text from a variety of sources at various levels of difficulty.
5. interact with text by highlighting, questioning, and commenting directly on text.
6. increase overall rate of reading speed with comprehension by applying skills learned in the course.

COURSE CONTENT:

LECTURE CONTENT:

A. Reading
1. a variety of texts ranging from intermediate to college level that represent cross-curriculum reading
2. reading that increases in level of difficulty
3. practical reading: newspapers, current events, business reading, and technical directions
4. speed reading and vocabulary practices that encourage increased speed and comprehension rate

B. Writing
1. written paragraph answers to content questions
2. journal responses to reading
3. summaries of reading
4. highlighting, questioning, and responding directly on readings
5. vocabulary bank

C. Practice
1. Computer programs for reading comprehension, vocabulary, speed, and visual perception

LABORATORY CONTENT:

A. Reading
1. a variety of texts ranging from intermediate to college level that represent cross-curriculum reading
2. reading that increases in level of difficulty
3. practical reading: newspapers, current events, business reading, and technical directions
4. speed reading and vocabulary practices that encourage increased speed and comprehension rate

B. Writing
1. written paragraph answers to content questions
2. journal responses to reading
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4. highlighting, questioning, and responding directly on readings
5. vocabulary bank

C. Practice
1. Computer programs for reading comprehension, vocabulary, speed, and visual perception

METHODS OF INSTRUCTION:

A. Lab:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments
1. Textbook passages and essays compiled in folder
2. Computer generated reading activities
3. Individual pleasure reading
Out-class Assignments

Writing Assignments
1. Written response to content questions for literal and figurative meaning
2. Evidence of interaction with text: highlighting, summarizing, questioning, and commenting
3. Reading response journal including paragraph summaries and personal connection with text
4. Vocabulary bank: collection of words discovered and learned over the course with definitions and context sentences
5. Practice comprehension and reading speed with computer reading programs

METHODS OF STUDENT EVALUATION:
Written Assignments
Skills Demonstration

Demonstration of Critical Thinking:
1. Active engagement with intermediate and college level texts and visible evidence of the reading process
2. Written responses to texts which show literal, logical, and critical understanding

Required Writing, Problem Solving, Skills Demonstration:
1. Written response to content questions for literal and figurative meaning
2. Evidence of interaction with text: highlighting, summarizing, questioning, and commenting
3. Reading response journal including paragraph summaries and personal connection with text
4. Vocabulary bank: collection of words discovered and learned over the course with definitions and context sentences
5. Practice comprehension and reading speed with computer reading programs

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files