

**Course Outline**

**COURSE:** ENGL 420                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2015                      **CURRICULUM APPROVAL DATE:** 03/09/2015

**SHORT TITLE:** READING IMPROVE

**LONG TITLE:** Reading Improvement

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| 3            | 18                     | Lecture:    | 3                         | 54                         |
|              |                        | Lab:        | 1                         | 18                         |
|              |                        | Other:      | 0                         | 0                          |
|              |                        | Total:      | 4                         | 72                         |

**COURSE DESCRIPTION:**

This is a practical, "how to" course teaching various methods of learning and reading college material. Using group and individual instruction in vocabulary, comprehension, and study skills, the students will increase their ability to survive academically, to profit, grow and succeed in all college courses, and to enjoy reading and learning. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. This course has the option of a letter grade or pass/no pass. **PREREQUISITE:** Satisfactory score on the English placement examination.

**PREREQUISITES:**

- Completion of ENGL 438, as UG, with a grade of C or better.
- OR
- Completion of ENGL 439, as UG, with a grade of C or better.
- OR
- Completion of ESL 562, as UG, with a grade of C or better.
- OR
- Score of 06 on CTEP Reading
- OR
- Score of 3150 on Accuplacer English Reading

**COREQUISITES:**

**CREDIT STATUS:** C - Credit - Degree Non Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

**STUDENT LEARNING OUTCOMES:**

1. Students will formulate and practice successful approaches to learning college-level vocabulary, including identifying meaning through context, identifying and utilizing word parts, and dictionary skills.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO:

Year assessed or anticipated year of assessment: 2009-2010

2. Students will demonstrate the ability to respond to a variety college-level reading through text-supported responses to questions about reading selections, applying inference, paraphrasing, quoting, analyzing, deciphering main ideas and supporting points, and reflection.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO:

Year assessed or anticipated year of assessment: 2009-2010

3. Students will utilize a variety of tools for reading comprehension, which may include graphic organizers, SQR3, PPC, learning logs, KWL+ charts, think alouds, and/or questioning techniques, and more.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO:

Year assessed or anticipated year of assessment: 2016

4. Students will distinguish the link between rate and comprehension and demonstrate rate flexibility by practicing techniques for faster reading and adjusting rate for purpose

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO:

Year assessed or anticipated year of assessment: 2016

5. Students will employ successful study behaviors, which may include notetaking, annotation, learning styles, focus, self-efficacy, and test-taking-skills, as well as understanding and adjusting reading process for success.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO:

Year assessed or anticipated year of assessment: 2016

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/09/2015

12 Hours

**CONTENT:** Introduction of course and general college information; participate in ice breakers and community building activities; utilize graphic organizers for reading assignments; work in small groups with reading assignments and graphic organizers; practice and learn vocabulary in context and dictionary skills, introduce reading process.

**HOMEWORK:** Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz.

**STUDENT PERFORMANCE OBJECTIVES:** To gain an understanding of the course procedures and objectives, to gain a sense of belonging and identity in the academy, to gain communication and interaction skills, to learn new vocabulary, to practice and gain skills for college-level reading, to gain better understanding of the reading process.

12 Hours

**CONTENT:** Introduction and practice deciphering main idea and supporting points; utilize graphic organizers for reading assignments; work in small groups with reading assignments; learn and practice inference; practice questioning techniques; practice and learn vocabulary-building techniques, take vocabulary quiz; continued discussion of reading process; learn about learning styles; learn about and practice reading rate and rate flexibility; test for reading rate.

**HOMEWORK:** Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz.

**STUDENT PERFORMANCE OBJECTIVES:** To decipher and explain main ideas and supporting points, to practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process and themselves as learners

16 Hours

**CONTENT:** Continue practice deciphering main idea and supporting points; practice inference; work in small groups with book-length reading and book project; practice questioning techniques; practice and learn vocabulary-building techniques, take vocabulary quiz; continued discussion of reading process; learn and apply study techniques; learn best practices for responding to college-level reading response questions, including quoting and paraphrasing; take mid-term.

**HOMEWORK:** Read book-length text and complete book project assignments; annotation; study vocabulary for quiz; study for midterm.

**STUDENT PERFORMANCE OBJECTIVES:** To decipher and explain main ideas and supporting points, to respond effectively in writing to college-level reading response questions; to learn and practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process; to utilize study skills and demonstrate comprehension by taking midterm exam.

10 Hours

**CONTENT:** Continue learning about and practicing effective response to college-level reading; work in small groups with reading assignments and graphic organizers; practice questioning techniques; learn word parts, take word parts quiz; test for reading rate; learn and practice think alouds; learn and apply study techniques.

**HOMEWORK:** Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz; study for final exam.

2 Hours

**METHODS OF INSTRUCTION:**

Lecture, discussion, collaborative learning, supplemental instruction.

**METHODS OF EVALUATION:**

The types of writing assignments required:

Written homework

Reading reports

Essay exams

Other: Reading portfolio

The problem-solving assignments required:

Quizzes

The types of skill demonstrations required:

Class performance

Other: panel discussion

The types of objective examinations used in the course:

None

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 60% - 70%

Problem-solving demonstrations: 10% - 20%

Skill demonstrations: 20% - 30%

Objective examinations: 0% - 0%

Other methods of evaluation: 0% - 0%

**REPRESENTATIVE TEXTBOOKS:**

Required:

Carol C. Kanar. The Reader's Corner: Expanding Perspectives Through Reading. Independence, KY: Cengage, 2015. Or other appropriate college level text.

ISBN: 1285430441

Reading level of text, Grade: 10-12+ Verified by: Jessica Hooper

Other textbooks or materials to be purchased by the student: One book-length work of fiction or non-fiction and/or articles, essays and other short works.

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: B

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000130835

Sports/Physical Education Course: N

Taxonomy of Program: 152000