

Revised by K. Carlson
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C&GE approved: November 11, 2015
Text Update: January 2012

Reading (READ) 0805 Introductory Reading (4 Units)
[formerly English 82]

Prerequisite: None

Total Hours: 64 hours lecture

Catalog Description: This course introduces essential reading skills in authentic texts and the development of metacognitive awareness necessary for college success. It offers direct, explicit instruction in the identification of word parts, vocabulary development and application, and centers on enhancing active reading strategies to improve comprehension and reading fluency through contextualized texts. This course is designed for a variety of backgrounds; it increases academic preparedness and will be beneficial for any chosen field.

Type of Class/Course: Non Degree Credit

Text:

Broderick, Bill and John Langan. *Groundwork For College Reading with Phonics*. 4th ed. West Berlin: Townsend P, 2007. Print.

Carlson, Kamala. *Increasing Meta-cognitive Active Learning Strategies (IMALS)*. 2nd ed. Bakersfield: Carlson, 2012. Print.

Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 3rd ed. Bakersfield: Carlson, 2012. Print.

Johnson, Beth, Carole Mohr, and Janet M. Goldstein. *Groundwork for a Better Vocabulary*. 4th ed. West Berlin: Townsend P, 2011. Print.

Additional Required Materials:

Johnson, Beth. *Reading Changed My Life*. West Berlin: Townsend P, 2003. Print.

Stanley, Jerry. *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*. New York: Crown P., 1992. Print.

Wachtel Russak, Shirley. *The Story of Blima: A Holocaust Survivor*. West Berlin: Townsend P, 2005. Print.

Optional Materials: Dictionary

Course Objectives:

By the end of the course, a successful student will be able to

1. recognize basic word parts,
2. judge the meaning of new vocabulary from context clues,
3. apply predicting strategies to reading passages,

4. identify the topic of reading passages,
5. distinguish between main ideas and supporting details in a text,
6. summarize texts
7. highlighting the main points,
8. increase reading fluency,
9. follow written instructions, and
9. develop active reading strategies to increase comprehension.

Course Scope and Content:

Unit I Phonics and Word Parts
 A. phonetic awareness

Unit II Steps to College Reading
 A. components of a dictionary
 B. meaning of vocabulary through context clues
 C. new vocabulary in writing
 D. Determine the topic of short reading passages.
 E. main ideas and supporting details.
 F. Summarization
 G. transition techniques
 H. Draw conclusions and make logical inferences.
 I. strategies for reading passages
 J. comprehension of various texts
 K. Interpret written instructions.
 L. reading fluency

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 8 hours per week outside of the regular class schedule doing the following:

1. Studying
2. Completing homework
3. Required readings
4. Writing summaries
5. Working on activities

Methods of Instruction:

1. Direct instruction
2. Assigned exercises from textbook/workbook
3. Writing assignments
4. Group work
5. Discussion
6. Individual student conferences/evaluations

Methods of Evaluation:

1. Written homework
2. Quizzes
3. Exams
4. Midterm and final exam

Supplemental Data:

TOP Code:	152000: Reading
SAM Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	2: Stand-alone
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	B
Prior to College Level:	C: 3 levels below transfer
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE