

Revised by: K. Carlson
Reviewed by: B. Devine
Reviewed by: G. Dyer
Reviewed by: J. Grimes
Reviewed by: K. Kulzer
Date revised: February 8, 2011
Textbook Updated: Spring 2017

Reading (READ) 0905 Intermediate Reading (3Units)
[formerly English 56AB]

Prerequisite: Qualification by assessment process or successful completion of Reading 0805 with a grade of “C” or higher

Prerequisite knowledge/skills: Before entering the course, a student should be able to:

1. exhibit basic decoding skills of multi-syllabic words through the use of a pronunciation guide and a dictionary,
2. judge the meaning of new vocabulary from context clues,
3. apply predicting strategies to reading passages,
4. distinguish the topic of short reading passages,
5. identify main ideas and supporting details of a passage,
6. summarize short texts highlighting the main points,
7. increase reading fluency,
8. follow written instructions, and
9. increase comprehension of various texts.

Total Hours: 48 hours lecture

Catalog Description: This course develops reading strategies that are essential for college advancement. Through extended practice, reading techniques such as recognizing the main idea, outlining and mapping, and determining inferences by drawing conclusions are developed, and also vocabulary expansion and application of new vocabulary are emphasized. In this course, the enhancement of reading strategies, vocabulary, and the ability to apply acquired skills will transfer to other college courses.

Type of Class/Course: Non-degree credit

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

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

Langan, John. *Ten Steps to Building College Reading Skills*. 6th ed. Townsend Press, Inc., 2016.

Nist, Sherrie L and Carole Mohr. *Building Vocabulary Skills*. Short version. 4th edition. West Berlin, NJ: Townsend Press, Inc. 2010. Print.

Lu, Chi Fa. *Double Luck: Memoirs of a Chinese Orphan*. Holiday House, New York. 2001. Print.

Additional Required Materials: Dictionary

Course Objectives:

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

1. understand and demonstrate how to use the components of a dictionary,
2. determine the meaning of new vocabulary through the use of context clues,
3. recognize the main idea and determine implied main ideas,
4. identify supporting details,
5. discriminate between transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
6. determine inferences by drawing conclusions,
7. evaluate arguments, and
8. analyze and synthesize appropriate information in the library for a basic research assignment.

Course Scope and Content:

Unit I: Vocabulary

- A. Use and understand the components of a dictionary
- B. Determine the meaning of vocabulary through context clues: synonyms, antonyms, general sense of the passage, definitions, and examples
- C. Apply the use of context clues in sentences using specific vocabulary words
- D. Increase vocabulary knowledge

Unit II: Reading

- A. Distinguish between general versus specific ideas
- B. Recognize the main idea in a passage or text
- C. Analyze supporting details to formulate a main idea and draw conclusions
- D. Identify the main idea using signal or transition words
- E. Distinguish between major and minor supporting details
- F. Use outlining and mapping strategies
- G. Discriminate between a variety of transitions: addition, cause and effect, comparison and/or contrast, examples, and time
- H. Identify common patterns of organization: comparison and/or contrast, cause and effect, definition, example, list of items, and time order
- I. Draw conclusions from information and make logical inferences
- J. Recognize the point of an argument; evaluate the support given for the point; and draw logical conclusions
- K. Analyze and synthesize appropriate information in the library for a basic research assignment

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class schedule doing the following:

1. Studying
2. Completing homework
3. Required reading
4. Writing summaries
5. Working on lab exercises

Methods of Instruction:

1. Assigned exercises from textbook/workbook
2. Lecture
3. Writing assignments
4. Group work
5. Discussion
6. Assigned lab activities using the PLATO software program
7. 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
Distance Education:	Not Applicable
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:	B: 2 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