



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: 000402025		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	3/14/2019	4/16/2019
Correspondence Ed.		
Distance Ed.		

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Teh-Min Brown			
CB01 - Subject and Course #: RDG 084			
CB02 - Course Title: Beginning Reading with Laboratory			
New Course: <input type="checkbox"/>		Non-Substantial: <input checked="" type="checkbox"/>	
		Substantial: <input type="checkbox"/>	
Articulation Request: <input type="checkbox"/> UC		<input type="checkbox"/> CSU	
		<input type="checkbox"/> CSU-GE	
		<input type="checkbox"/> IGETC	
Lecture Hours: 54		Laboratory Hours: 18	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.25			
Prerequisites:			
Co-requisites:			
Advisories: For students needing basic skills preparation in reading prior to taking a college-level English course			
CB03 - TOP Code:		1520.00 - Reading	
CB04 - Credit Status:		C - Credit - Not Degree Applicable	
CB05 - Transfer Status:		C - Not Transferable	
CB08 - Basic Skills Status:		B - Course is a basic skills course	
CB09 - SAM Priority Code:		E - Non-Occupational	
CB10 - Cooperative Work:		N - Is not part of Cooperative Work Experience Education Program	
CB11 - Course Classification:		Y - Credit Course	
CB13 - Approved Special:		N - Course is not a special class	
CB21 - Prior Transfer Level:		C - Three levels below transfer	
CB22 - Noncredit Category:		Y - Credit Course	
CB23 - Funding Agency:		Y - Not Applicable	
CB24- Program Status:		2 - Not Program Applicable	
Transfer Request:		C= Non-Transferable	

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

- Face-to-Face – Section B
- Correspondence Education – Section C
- Distance Education – Section D

JUSTIFICATION OF NEED:

RDG 084 is intended for students needing basic skills preparation in reading prior to taking a college-level English course.

CATALOG DESCRIPTION:

RDG 084 is a continuation of the developmental reading series designed to prepare basic skills students for academic reading. In this course, students practice a reading process to enhance literacy by reading essays, articles and feature length books. The course emphasizes topics such as main ideas, supporting details, inferences, critical thinking, vocabulary, and study skills to increase comprehension. It has an attached class lab. To pass the course, the student must successfully complete both coursework and lab work during the same semester. Credit for this course shall not be used to satisfy English requirements for graduation from Palo Verde College. The course grade is pass/no pass.

COURSE OBJECTIVES:

1. Read and comprehend informational texts;
2. Respond to text, both orally and in writing, using critical thinking skills;
3. Apply strategies for reading challenging material, such as fiction or nonfiction and textbook assignments;
4. Utilize a variety of basic vocabulary acquisition strategies;
5. Write summaries and responses to assigned readings using complete sentences and Standard English;
6. Apply basic reading skills to an interactive on-line reading program.

STUDENT LEARNING OUTCOMES:

1. Demonstrate comprehension of informational texts.
2. Demonstrate an increase of academic vocabulary.
3. Demonstrate the development of a sustained silent reading routine.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

1. Developing confidence in sustained reading through
 - a. Knowledge of and familiarity with different organizational structures in informational text
 - b. Completion of informational reading passages
 - c. Completion of longer reading materials, including works of fiction or nonfiction.
 - d. Reflection of personal development as a reader
2. Strategies for reading challenging material
 - a. Introduction to pre-reading strategies
 - i. Previewing of a text in terms of author, front matter and index
 - ii. Previewing of a chapter in terms of text features such as headings and subheadings as well as bold, italicized, or underlined words, and graphics.
 - iii. Consideration of a selection in terms of previous knowledge about the topic
 - iv. Purpose for reading
 - v. Questions about the chapter based on information gleaned from the previewing
 - b. Introduction to reading strategies
 - i. Predictions about focus of the text
 - ii. Identification of topics
 - iii. Identification of main ideas
 - iv. Identification of supporting details
 - v. Identification of basic methods of paragraph development (e.g. comparison/contrast, cause/effect, definition, example, classification) and transitions.
 - vi. Identification of mixed methods of paragraph development

- vii. Connections between reading passages
- viii. Use of graphic organizers
- c. Introduction to post-reading strategies
 - i. Comprehension checks
 - ii. vocabulary study
 - iii. Short verbal responses
- 3. Academic vocabulary acquisition strategies
 - a. Introduction to using context to determine word meaning
 - b. Introduction to parts of speech
 - c. Introduction to the study of word roots, prefixes and suffixes
- 4. Writing about course readings
 - a. Introduction to and practice with writing in complete sentence to express a main idea
 - b. Practice with making outlines and simple graphic organizers
 - c. Introduction to and practice with writing paraphrases and summaries
 - d. Introduction to and practice with writing reading journals
- 5. Basic critical thinking
 - a. Introduction to distinguishing between fact and opinion
 - b. Development of ability to read about unfamiliar, non-personal and abstract ideas
 - c. Introduction to identifying elements of argument
- 6. Study skills and active learning strategies
 - a. Introduction to and practice with test-taking strategies
 - b. Introduction to and practice with following verbal instructions

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

- 1. Vocabulary building
- 2. Word knowledge
- 3. Reading comprehension

3. Examples of reading assignments:

- 1. Readings in the textbook
- 2. Background reading on selected course material
- 3. Books of fiction or non-fiction such as the following:
 - a. Capote, Truman. In Cold Blood. Vintage Books, 1993
 - b. Collins, Suzanne. The Hunger Games. Scholastic, 2008
 - c. Ellis, Deborah. The Breadwinner. House of Anasi Press, 2000
 - d. Frank, Ann. The Diary of a Young Girl. Bantam Books, 1993
 - e. Jimenez, Francisco. The Circuit. Houghton Mifflin, 1997
 - f. Krakauer, Jon. Into the Wild. Anchor Books, 1996
 - g. London, Jack. The Call of the Wild. Townsend Press Library, 2003
 - h. McBride, James. The Color of Water. Riverhead Books, 2006
 - i. McCarthy, Cormac. All the Pretty Horses. Knopf, 1993
 - j. Moore, Wes. The Other Wes Moore. Spiegel & Grau, 2011
 - k. Rowling, J. K. Harry Potter and the Sorcerer's Stone. Scholastic, 1997.

4. Examples of writing assignments:

- 1. Summaries
- 2. Metacognitive reading journals
- 3. Notes, outlines, graphic organizers

5. Appropriate assignments to be completed outside of class:

1. Applying skills and strategies to course readings
2. Fulfilling homework assignments
3. Reading of additional texts on topics related to the course textbook or the reader
4. Reading of works of fiction or non-fiction, poems, or short stories

6. Appropriate assignments that demonstrate critical thinking:

1. Analyzing course reading assignments to draw inferences
2. Interpreting graphics
3. Recognizing the logic and cohesive elements in passages

7. Other assignments (if applicable):

Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education

Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Direct instruction
2. Modeling and practice
3. Review
4. Assessment

2. Describe the methods of evaluating of student performance.

1. Tests and quizzes;
2. Homework assignments;
3. Standardized reading pretest and post-test;
4. Lab assignments

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

The lab component may take the form of a subscription-only online reading program which offers practice exercises in reading skills and assessment: 1. Must complete the assigned learning plan with an average of 70% or higher 2. Must attend a minimum of 70% of the total lab hours.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education

is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.

Hybrid correspondence education

is the combination of correspondence and face-to-face interaction between instructor and student.

1. Describe the methods of instruction.

2. Describe the methods of evaluating student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education

is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)

is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction

is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

2. Describe the methods of evaluating of student performance.

3. Describe how regular, effective contact between the instructor and a student is maintained.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

6. Describe how the confidentiality of the student's work and grades will be maintained.

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

1. Langan, John. Ten Steps to Building College Reading Skills. 6th ed., Townsend Press. 2016. ISBN: 978-1591944645. Or the most current edition.
2. Pakenham, Kenneth J. Making Connections: Skills and Strategies for Academic Reading. 3rd ed., Cambridge UP, 2013. ISBN: 978-1-107-67301-4. Or the most current edition.
3. Robert F. Cohen & Judy L. Miller. Longman Academic Reading Series 4: Reading Skills for College, Pearson Education, 2013. ISBN: 978-0-13-276061-4. Or the most current edition.

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____