



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

Course Control Number: CCC000531894		
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 086			
CB02 - Course Title: Intermediate 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 further improvement 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:		B - Two 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 086 is intended for students needing further improvement in reading prior to taking a college-level English course.

## **CATALOG DESCRIPTION:**

RDG 086 is a continuation of the developmental reading series designed for students who need further practice in academic reading. The course develops metacognitive reading strategies, builds vocabulary and word knowledge, and strengthens literacy skills by integrating reading with writing. It has an attached class lab. To pass the course, the student must 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 a letter grade, with an option for pass/no pass.

## **COURSE OBJECTIVES:**

1. Use metacognitive reading strategies, including think aloud, talking to the text, evidence interpretation note-taker, and reading journals to facilitate comprehension and critical reading of course texts;
2. Write summaries to convey understanding of the readings;
3. Demonstrate the ability to work collaboratively to increase reading strategies and strengthen comprehension;
4. Write a book letter incorporating references to the book;
5. Apply critical thinking skills in reading, writing, and class discussion;
6. Select the appropriate reading strategies necessary for comprehension.

## **STUDENT LEARNING OUTCOMES:**

1. Demonstrate comprehension of texts of various genres.
2. Demonstrate the use of word analysis skills to extend general and academic vocabulary.
3. Establish a sustained silent reading routine.

## **A. COURSE OUTLINE AND SCOPE**

### **1. Outline of topics or content:**

1. Components of the reading process
  - a. Practice with pre-reading strategies
    - i. Previewing a textbook in terms of cover, author, front matter, and index
    - ii. Previewing text in terms of visual text features such as headings and subheadings; bold faced, italicized and underlined words; graphics
    - iii. Considering a text topic in terms of schema about the topic
    - iv. Determining a purpose for reading
    - v. Asking questions about the text
    - vi. Skimming for topics, main ideas
  - b. Practice with reading strategies
    - i. Making predictions about topics of the text
    - ii. Marking text (e.g., highlighting, underlining, or numbering)
    - iii. Inferring implied main ideas
    - iv. Identifying main ideas and supporting details
    - v. Identifying methods of paragraph development (e.g. comparison/contrast, cause/effect, exemplification and definition) and related text markers
    - vi. Identifying conventional forms of text discourse structures
    - vii. Interpreting figurative language
    - viii. Making connections between previous knowledge and new knowledge and incorporating it into the existing schema
  - c. Continued practice with post-reading strategies
    - i. Formulating themes of works of literature
    - ii. Generating analytical responses to discussion questions
2. Vocabulary acquisition strategies

- a. Practice with use of context clues to determine word meaning
- b. Identification of parts of speech of new words
- c. Practice with choosing the appropriate meaning from a dictionary entry
- d. Practice with the study of word roots, prefixes and suffixes
- e. Introduction to recognizing connotations of words
3. Writing about class readings
  - a. Review of writing complete sentences and using accurate grammatical structures
  - b. Practice with answering comprehension questions
  - c. Practice with writing paraphrases, summaries, and journal entries
  - d. Practice with note takers such as the evidence interpretation chart.
4. Critical thinking
  - a. Practice with distinguishing between fact and opinion
  - b. Practice with analyzing and evaluating argument
  - c. Practice with making connections between texts and previous knowledge
  - d. Introduction to and practice with predicting outcomes, making reasonable inferences and drawing conclusions
  - e. Introduction to and practice with determining the author's tone, purpose, style, and point of view
  - f. Introduction to and practice with identifying and understanding ambiguity in a text
  - g. Development of ability to monitor own progress as a reader
5. Study skills and comprehension strategies
  - a. Practice with Reading Apprenticeship strategies
  - b. Practice with test-taking strategies

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

1. Vocabulary building
2. Word knowledge
3. Comprehension

**3. Examples of reading assignments:**

1. Assigned readings in the textbook
2. Background readings related to the assigned readings in the textbook
3. Works of fiction and non-fiction such as the following:
  - a. Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little. Brown, 1976.
  - b. Gaiman, Neil. *Norse Mythology*. W. W. Norton, 2017.
  - c. Junger, Sebastian. *The Perfect Storm*. W. W. Norton, 2009.
  - d. Klay, Phil. *Redeployment*. Penguin, 2014.
  - e. McCarthy, Cormac. *The Road*. Vintage Books, 2006.
  - f. McCourt, Frank. *Angela's Ashes*. Scribner, 1996.
  - g. Marquez, Gabriel Garcia. *One Hundred Years of Solitude*. HarperPerennial, 1998.
  - h. Martin, Dannie Martin. *Committing Journalism*. W.W. Norton, 1993.
  - i. Nemirovsky Irene, *Suite Francaise*. Random House, 2006.
  - j. Ondaatje, Michael. *Running in the Family*. Vintage, 1993.
  - k. Satrapi, Marjane. *Persepolis*. Random House, 2004.
  - l. Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Random House, 2011.
  - m. Vann, David. *Legend of a Suicide*. HarperPerennial, 2007.
  - n. Vaughn, Stephanie. *Sweet Talk*. Other Press, 2012.
  - o. Wolff, Tobias. *The Night in Question*. Vintage, 1996.

**4. Examples of writing assignments:**

1. Summaries and paraphrases
2. Responses to essays, articles or short stories

3. Metacognitive reading journals
4. Book letter

**5. Appropriate assignments to be completed outside of class:**

1. Fulfilling homework assignments
2. Reading background-building texts
3. Reading of fiction or nonfiction, poems or short stories and writing journals or preparing presentations
4. Using an interactive learning website such as quizlet for studying academic vocabulary

**6. Appropriate assignments that demonstrate critical thinking:**

1. Analyzing course reading assignments for organization and development
2. Differentiating between personal opinion and author's point of view
3. Drawing inferences based on evidence presented in a text
4. Differentiating between fact and opinion
5. Identifying elements of argument
6. Inferring hidden assumptions
7. Evaluating arguments
8. Determining the author's purpose for writing
9. Incorporating evidence from the reader to support an interpretation

**7. Other assignments (if applicable):**

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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. Collaborative learning
3. Review
4. Assessment

**2. Describe the methods of evaluating of student performance.**

1. Tests and quizzes
2. Out-of-class assignments
3. Curriculum embedded reading assessment
4. Standardized reading pre- and post-tests
5. 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 80% 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.

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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.

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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.

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**E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:**

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

1. Alexander, Roberta and Jan Jarrell. A Community of Readers: A Thematic Approach to Reading, 7/e. Cengage Learning, 2016. ISBN: 978-1-305-10964-3. Or the most current edition.
2. Flemming, Laraine. Reading for Thinking, 8/e. Cengage Learning, 2015. ISBN-13: 978-049590639. Or the most current edition.
3. Kanar, Carol. The Reader's Corner: Expanding Perspectives Through Reading, 5/e. Cengage Learning, 2014. ISBN-13: 978-1285430447. Or the most current edition.

**SIGNATURES**

**COURSE INITIATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DIVISION CHAIR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LIBRARY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_



**CHAIR OF CURRICULUM COMMITTEE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SUPERINTENDENT/PRESIDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_