Course Control Number: CCC000445893		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face		
Correspondence Ed.	3/14/2019	4/16/2019
Distance Ed.		

Palo Verde College

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

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Teh-Min Brown
CB01 - Subject and Course #: RDG 094
CB02 - Course Title: Beginning Reading

New Course: ☐	Non-Substantial: ☒	Substantial: ☐

Articulation Request:	☐ UC	☐ CSU	☐ CSU-GE	☐ IGETC

Lecture Hours: 54	Laboratory Hours:	Clinical/Field Hours:

CB06/CB07: Course Units: 3.0
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

Academic Senate Approved 3-11-2014, Revised 6-1-2016

JUSTIFICATION OF NEED:

RDG 094 is intended for students needing basic skills preparation in reading prior to taking a college-level English course.

CATALOG DESCRIPTION:

RDG 094 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. 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 in writing to text using critical thinking skills;
3. Apply strategies for reading material, such as fiction or nonfiction, textbook assignments;
4. Utilize a variety of basic vocabulary acquisition strategies;
5. Write summaries and responses to assigned readings using complete sentences and appropriate grammatical structures.

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 the 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 in reading, writing and class discussion
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. 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

7. Study skills and active learning strategies
a. Introduction to and practice with test-taking strategies
b. Introduction to and practice with following written instructions

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

3. Examples of reading assignments:

1. Readings in assigned textbooks
2. Background reading on selected course material
4. Books of fiction or non-fiction such as the following:
a. Capote, Truman. In Cold Blood, Vintage Books, 1993.
b. Doerr, Anthony. All the Light We Cannot See. Scribner, 2014.
c. Gaiman, Neil. Norse Mythology. W. W. Norton, 2017.
d. McCarthy, Cormac. All the Pretty Horses. Knopf, 1993.

4. Examples of writing assignments:

1. Summaries
2. Metacognitive reading journals
3. Notes, outlines or 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:

2. Describe the methods of evaluating of student performance.

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

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

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.

Methods of instruction may include but not limited to lecture notes provided by instructor, weekly assignments and schedule of due dates, assigned readings, print, video, audio, online lectures or learning tools. Assignments will be provided to students with full explanation in the form of textbook readings, background readings, instructor directions, or all three.

2. Describe the methods of evaluating student performance.

1. Tests
2. Journals and assignments
3. Vocabulary pre- and post-tests

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

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

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

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

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

At the discretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. 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).

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.

Computers in the Student Learning Center and the reading lab are available for students to use.

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. 6/e. Townsend Press. 2016. ISBN: 978-1591944645. Or the most current edition.
2. Fleming, Loraine. Reading Keys, 4/e. Wadsworth, 2014. ISBN: 9781133589952. Or the most current edition. 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:** _____