Course Control Number: CCC000445894		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face		
Correspondence Ed.	3/14/2019	4/16/2019
Distance Ed.		

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Teh-Min Brown

CB01 - Subject and Course #: RDG 096

CB02 - Course Title: Intermediate 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 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 096 is intended for students needing further improvement in reading prior to taking a college-level English course.

CATALOG DESCRIPTION:

RDG 096 is a continuation of the developmental reading series designed for students who need further practice in academic reading and critical thinking. In this course, students develop reading strategies for academic text and engage with essays, poetry, and feature length books to increase skills in literacy. It also builds writing skills; students learn to paraphrase, summarize and interpret text in writing. The course is conducted through correspondence education. The letter grade is the default grade. The student may choose whether the basis of evaluation is to be P, NP at registration, or no later than the end of the first 30 percent of the term. Credit from this course shall not be used to satisfy English requirement for graduation from Palo Verde College.

COURSE OBJECTIVES:

1. Analyze and critically evaluate academic text in writing;
2. Use specific reading strategies, including pre-reading, reading with questions, summarizing and note-taking, to monitor comprehension and facilitate critical reading of academic texts on a variety of topics;
3. Write thoughtfully and accurately to convey understanding of texts, to analyze texts, and to show relationships among parts of texts;
4. Read to generate and develop ideas;
5. Prepare a book letter incorporating references to the book;
6. Apply critical thinking skills in the process of reading and writing;
7. Select the appropriate study skills and comprehension strategies.

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 text in terms of cover, author, front matter, and index
ii. Previewing a text in terms of visual text features such as headings and subheadings; bolded, italicized and underlined words; pictures and graphics
iii. Considering a text 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 the content of the text
ii. Marking text (e.g., highlighting, underlining, or numbering)
iii. Inferring implied main ideas
iv. Identifying main idea and supporting details
v. Identifying methods of paragraph development (e.g., comparison/contrast, cause/effect, exemplification and definition) and related text markers
vi. Identifying multiple methods of paragraph development
vii. Identifying narrative structures
viii. Interpreting figurative language
ix. 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 the course readers
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 context-appropriate meaning from a dictionary entry
d. Practice with the study of word families and word roots, prefixes, and suffixes
e. Introduction to and practice with finding in-text definitions for academic or technical vocabulary
f. Introduction to recognizing connotations of words
g. Introduction to recognizing and interpreting figurative language

3. Writing about class readings
a. Review of writing in complete sentence and using accurate grammatical structures
b. Practice with answering comprehension questions
c. Practice with paraphrasing, summarizing and journal writing
d. Introduction to and practice with note taking

4. Critical thinking in reading and writing
a. Practice with distinguishing between fact and opinion
b. Practice with analyzing argument
c. Practice with making connections between texts and between texts and existing schema
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 metacognitive reading strategies
b. Practice with test-taking strategies

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

3. Examples of reading assignments:

1. Assigned readings in the textbook
2. Works of fiction and non-fiction such as the following:
a. Davis, Sampson et al. The Pact: Three Young Men Make a Promise and Fulfill a Dream. Riverhead, 2002.
b. Gaiman, Neil. Norse Mythology. W. W. Norton, 2017.
c. Le Guin, Ursula K. A Wizard of Earthsea. Houghton Mifflin Harcourt, 1968.
d. McCarthy, Cormac. The Road. Vintage, 2006.
e. McCourt, Frank. Angela's Ashes. Scribner, 1996.
f. Marquez, Gabriel Garcia. One Hundred Years of Solitude, HarperPerennial, 1998.
g. Martin, Dannie Martin. Committing Journalism, W.W. Norton, 1993.
h. Nemirovsky Irene, Suite Francaise, Random House, 2006.
i. Ondaatje, Michael. Running in the Family. Vintage, 1993.
j. Skloot, Rebecca. The Immortal Life of Henrietta Lacks. Random House, 2011.

4. Examples of writing assignments:

1. Journals

2. Book letter
3. Paraphrases and summaries

5. Appropriate assignments to be completed outside of class:

1. Reading assigned course materials and completing exercises on them
2. Writing summaries, paraphrases, journals and a book letter
3. Reading of additional texts on related topics
4. Reading of novels or works of nonfiction

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):

☒ 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; assignment packets due within a period of at least one week; assigned readings; assigned writing prompts; print, video, audio, or online lectures. 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.

Methods of evaluation may include quizzes, exams, writing assignments and portfolio projects.

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.

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. Flemming, Laraine. Reading for Thinking, 8/e. Cengage Learning, 2015. ISBN-13: 978-0495906391. Or the most current edition.
2. Kemper, Dave et al. Fusion: Integrated Reading and Writing, 3/e. Cengage Learning, 2019. ISBN: 978-1-337-61518-1

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

DIVISION CHAIR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____