

## **COURSE OUTLINE**

### **Basic Reading and Vocabulary Skills**

#### **Course Description**

RD 011. Basic Reading and Vocabulary Skills. 3 hours credit. Prerequisite: Appropriate ASSET Reading or ACT Reading score. Additional diagnostic testing will be used to verify correct placement. This course will enable the student to improve his/her phonemic awareness, word recognition skills, vocabulary, and reading comprehension skills on the sentence, paragraph, and multi-paragraph level.

#### **Course Relevance**

The principles learned in this course will enable the student to improve his/her reading skills for use in college and real-world arenas.

#### **Required Materials**

RD 011 Textbook and materials:

Broderick, B. (2007). *Groundwork for college reading*. (4th ed.). West Berlin, NJ: Townsend Press.

(2001). *American heritage dictionary*. (4<sup>th</sup> ed.). Boston, MA: Houghton Mifflin Company.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Read at an appropriate level as measured by the selected standardized reading test
2. Read in a silent, sustained reading situation
3. Write an accurate summary of a paragraph's main idea in his/her own words

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Reading
  - Through reading activities, the student will develop his/her phonemic awareness, word recognition skills, vocabulary, and reading comprehension skills.
2. Writing
  - Through summarization, journal assignments, and other writing activities, the student will develop writing skills.

Secondary skills (developed but not documented):

Critical Thinking  
Time Management

## **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Reading a novel selected for the class by the instructor and performing at a “C” level or better on quizzes related to the content of the novel
2. Writing an accurate summary of a paragraph’s main idea in his/her own words without looking back at the paragraph

## **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Phonemic awareness
  - B. Word recognition skills
  - C. Reading comprehension
  - D. Vocabulary
  - E. Paragraph organization
  - F. Summarization
  - G. Active reading and study skills
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Exceptions to English language rules in spelling and pronunciation
  - B. The main idea of a paragraph may be contrary to the opening sentences of the paragraph
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Importance of dictionary use
  - B. Analysis of main idea improves reading comprehension
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Using word recognition and vocabulary skills
    1. Phonetic analysis
    2. Structural analysis
    3. Context clues
    4. Word parts
  - B. Using dictionary
  - C. Finding main idea of a paragraph
  - D. Identifying supporting details of a paragraph
  - E. Using active reading and study skills
  - F. Writing accurate summaries

## **Learning Units**

- I. Standardized pre-test
  - A. Vocabulary
  - B. Comprehension
- II. Phonics
  - A. Consonants
  - B. Vowels
  - C. Syllables

- III. Dictionary use
  - A. Guidewords
  - B. Pronunciation symbols
  - C. Parts of speech
  - D. Spelling
  - E. Labels
  
- IV. Word parts
  - A. Prefixes
  - B. Suffixes
  - C. Root words
  
- V. Words in context
  - A. Using examples
  - B. Using synonyms
  - C. Using antonyms
  
- VI. Main ideas
  - A. General and specific ideas
  - B. Paragraph topic
  - C. Topic sentence
  
- VII. Supporting details
  - A. Topic sentence at beginning of paragraph
  - B. Topic sentence within paragraph
  - C. Topic sentence at end of paragraph
  - D. Use of transition words
  
- VIII. Patterns of Organization
  - A. Relationships of addition
  - B. Relationships of time
  - C. Use of transition words

### **Learning Activities**

Independent and collaborative learning activities will be assigned within and outside the classroom to assist the student in achieving the intended learning outcomes. Silent, sustained reading, lecture, class discussions and activities, journal and other writing assignments, exercises, timed readings, spelling exercises, and reading assignments will contribute to the learning process.

### **Grade Determination**

The student will be graded on performance in silent, sustained reading, reading assignments, writing assignments (including summaries, reading/learning journal), quizzes, tests, class notebook, exercises, homework, spelling tests, class participation, attendance, and reading performance as measured by the selected standardized reading test.