

COURSE OUTLINE **Reading Fundamentals**

Course Description

RD 012. Reading Fundamentals. 3 hours credit. Prerequisite: Appropriate ASSET Reading or ACT Reading score and/or completion of RD 011 with "C" or better. Additional diagnostic testing will be used to verify correct placement in this course. This course will enable the student to improve his/her word recognition techniques, reading comprehension skills, and vocabulary.

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 012 Textbook & materials:

Langan, J. (2005). *Ten steps to building college reading skills*. (4th ed.). Marlton, NJ: Townsend Press.

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

Mikaelsen, B. (2001). *Touching Spirit Bear*. New York: NY: Harper-Collins.

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 passage's main idea and supporting details 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 word recognition techniques, reading comprehension skills, and vocabulary.
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 passage’s main idea and supporting details in his/her own words without looking back at the passage

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Word recognition techniques
 - B. Reading comprehension
 - C. Paragraph organization
 - D. Vocabulary
 - E. Summarization
 - F. Textbook reading
 - G. Active reading and study skills
 - H. Reading speed
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. The main idea of a paragraph may be contrary to the opening sentences of the paragraph
 - B. Effect of reader’s prior knowledge and interests on comprehension and speed
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Importance of dictionary use
 - B. The use of paragraph analysis skills improves reading comprehension
 - C. Use of active reading techniques to improve comprehension and speed
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Using dictionary
 - B. Using word recognition techniques, including structural analysis and context clues
 - C. Finding main idea of a passage
 - D. Identifying supporting details of a passage
 - E. Identifying key transitional words and patterns of organization
 - F. Using active reading and study skills
 - G. Writing accurate summaries

Learning Units

- I. Standardized pre-test
- II. Point and support
- III. Word recognition techniques
 - A. Phonetic analysis and dictionary use

- B. Structural analysis: prefixes, suffixes, verb tense changes
- C. Context clues

- IV. Main ideas
- V. Supporting details
- VI. Summarization of passages
- VII. Locations of main ideas
- VIII. Implied main ideas
- IX. Transitions and patterns of organization
- X. Inferences
- XI. Active reading and study skills
- XII. Standardized post-test

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, 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, class participation, attendance, and reading performance as measured by the selected standardized reading test.