

## **COURSE OUTLINE**

### **Advancing Reading Skills**

#### **Course Description**

RD 114. Advancing Reading Skills. 3 hours credit. Prerequisite: Appropriate ASSET Reading or ACT Reading score. This course will enable the student to advance his/her reading and vocabulary skills in the application, comprehension and interpretation of both fiction and non-fiction texts.

#### **Course Relevance**

Living and working in the information age require effective reading skills that exceed the basic skills. Bombarded with print, today's reader needs to be able to read quickly and strategically and be able to draw upon an extensive vocabulary of traditional and specialized words. The skills learned in this course will enable the student to read effectively.

#### **Required Materials**

Langan, J. (2004). *Ten steps to advancing college reading skills*. (4<sup>th</sup> ed.). West Berlin, NJ: Townsend Press.

O'Brien, T. (1990). *The things they carried*. Boston, MA: Houghton Mifflin

Nist, S., Mohr, C. *Advancing Vocabulary Skills*. (3<sup>rd</sup> ed.).

One non-fiction book selected by the student with instructor approval.

#### **Supplemental materials**

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

#### **Learning Outcomes**

The intention is for the student to be able to

1. Apply word-study techniques to build vocabulary
2. Support discussion ideas with text-based evidence in both spoken and written responses
3. Select significant data from a non-fiction text to summarize its main ideas and supporting details
4. Increase reading rate

#### **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 practice activities, the student will improve his/her reading rate, comprehension, and vocabulary skills
2. Writing
    - Through summarization, journal assignments, and other writing activities, the student will develop writing skills.
  3. Critical Thinking
    - Through oral and written responses, the student will discuss an author's organization and purpose and will select support for his/her ideas from the text.

Secondary skills (developed but not documented):

Time Management  
 Valuing Diversity  
 Self-Concept  
 Speaking  
 Internet Use

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

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

1. Demonstrating the ability to understand and draw conclusions about text and to support those conclusions with text-based evidence while participating in a Socratic Seminar
2. Selecting significant data from a non-fiction passage to summarize the author's main ideas and supporting details
3. Demonstrating increased reading rate by documenting the cumulative results of speed reading practice sessions

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Word study – word parts and etymology
  - B. Habits of effective readers
  - C. Reading comprehension skills
  - D. Generating interest and constructing meaning
  - E. Textbook and non-fiction reading
  - F. Reading speed
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Connotation and denotation of words
  - B. The main idea of a passage may be implied
  - C. Effects of a reader's prior knowledge and interests on comprehension and speed
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Etymology, root words, affixes
  - B. Passage analysis techniques
  - C. Reading strategies – before during and after reading
  - D. Text-book and non-fiction reading techniques
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:

- A. Using word recognition techniques, including structural analysis, context clues, and dictionary use to identify unknown words and to expand vocabulary
- B. Identifying main idea, supporting details, and patterns of organization of a passage
- C. Using effective reading habits: activating, questioning, inferring, monitoring and clarifying, searching and selecting, summarizing, visualizing and organizing
- D. Writing a summary by selecting significant data from a non-fiction text

## **Learning Units**

- I. Word recognition techniques and vocabulary development
  - A. Roots
  - B. Affixes
  - C. Etymology
  - D. Context
  
- II. Effective reading habits
  - A. Activating
  - B. Questioning
  - C. Inferring
  - D. Monitoring and clarifying
  - E. Searching and selecting
  - F. Summarizing
  - G. Visualizing and organizing
  
- III. Main ideas and supporting details
  - A. Main idea statements
  - B. Implied main ideas
  
- IV. Patterns of organization
  - A. List of items
  - B. Time order
  - C. Definition/example
  - D. Cause/effect
  - E. Compare/contrast
  - F. Signal words
  
- V. Learning from non-fiction text
  - A. Text organization and editorial aids
  - B. SQ4R
  - C. Note taking and outlining
  - D. Argumentation
  
- VI. Interacting with literature
  - A. Reading with the mind's eye
  - B. Recognizing author's technique, intent, and tone

## VII. Reading rate

### **Learning Activities**

Independent and cooperative learning activities will be assigned to assist the student in achieving the course outcomes. Other activities that will contribute to the learning process include silent and oral reading, lecture, class discussions and activities, journal and other writing assignments, exercises, timed reading, and reading of both a teacher selected and a self-selected book.

### **Grade Determination**

The student will be graded on performance on vocabulary quizzes, mastery tests, assessment tasks, homework assignments, attendance and participation, assignments related to the outside reading requirements, and reading improvement as determined by the standardized reading test and the reading rate records.