GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

ENGLISH 098R – READING FUNDAMENTALS

1. Course Number Course Title Semester Units

ENGL 098R Reading Fundamentals 3

 Semester Hours

 3 hours lecture 48-54 total hours 96-108 outside-of-class hours 1 hour lab: 16-18 hours

 160-180 total hours

Course Prerequisites

None

Corequisite

None

Recommended Preparation

 None

1. Catalog Description

This course is designed to provide an introduction to effective reading skills and strategies for students who speak English fluently. An emphasis is placed on expanding vocabulary, improving reading comprehension, and increasing speed. Students will also learn basic strategies for inferential and critical reading. (Nondegree credit course)

1. Course Objectives

The students will:

1. Increase active vocabulary by using structural analysis, context clues, and the dictionary.
2. Identify main ideas, both stated and implied, in assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
3. Identify major and minor supporting details in assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
4. Identify thesis statement, transitions, and major and/or minor supporting details in assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
5. Identify the basic parts of narration (character, setting, initiating event, plot, resolution, and theme) in short stories, biographies, and autobiographies.
6. Apply previewing, annotating, underlining/highlighting, and summarizing skills.
7. Identify distinctions between various types of test questions in order to formulate correct answers.
8. Apply inferential skills to determine meaning in academic and non-academic reading materials at individualized reading level and/or in texts commensurate in difficulty with English 098.
9. Recognize an author’s perspective and/or point of view.
10. Increase reading speed and fluency to improve comprehension.
11. Identify and use strategies for enhancing retention, focusing on connecting new information to previously learned information.
12. Adapt reading speed to the difficulty of, and the purposes for, reading an assignment.
13. Instructional Facilities

Standard Classroom

1. Special Materials Required of Student
	1. College dictionary
	2. Grademaster forms
	3. Writing materials (binder, paper, pen)
2. Course Content
3. Practice strategies for defining unknown vocabulary by using root word, prefixes, and suffixes.
4. Use the dictionary for pronunciation and definitions (both denotation and connotation).
5. Use context clues to define unknown vocabulary; focus will be on synonyms, antonyms, and textual clues.
6. Learn new vocabulary in the context of readings and lectures and use that vocabulary in discussions, journals, and/or written responses. Incorporate assigned weekly vocabulary words in sentences that demonstrate correct.
7. Read and analyze fiction and non-fiction texts.
8. Practice strategies for locating both stated and implied main ideas in assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
9. Practice strategies for locating major and minor support in details in assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
10. Learn and practice previewing strategies with assigned reading selections at individualized reading level and/or in texts commensurate in difficulty with English 098.
11. Learn to analyze paragraph structure.
12. Use strategies for analyzing test questions in order to formulate correct answers.
13. Practice application of inferential reasoning skills in order to determine meaning at individualized reading level and/or in texts commensurate in difficulty with English 098.
14. Learn strategies for increasing reading speed and enhancing comprehension at individualized reading level and/or in texts commensurate in difficulty with English 098.
15. Write sentences and paragraphs related to readings using personal responses, summaries, and comparisons/contrasts.
16. Method of Instruction
17. Lecture.
18. Individualized work in a lab setting with assignments geared to the student’s level of ability.
19. Class and small group instruction and/or discussion.
20. Audio-visual presentations.
21. Journal writing/response paragraphs.
22. Computerized reading exercises/vocabulary exercises.
23. Methods of Evaluating Student Performance
	1. Alternate forms of a standardized test given at the beginning and the end of the semester, which will determine improvement in the areas of reading comprehension and reading rate (e.g. short essay responses).
	2. Book tests, which reflect the ability to comprehend reading assignments.
	3. Written vocabulary sentences and assignments that demonstrate understanding of the connotative meaning of assigned vocabulary.
	4. Vocabulary quizzes and midterm and final exams, which reflect vocabulary acquisition commensurate with vocabulary appropriate for English 098.
	5. Classroom participation (to include in-class reading and group discussion).
	6. Out-of-class assignments to include reading (a minimum of three books or approximately a total of 700-1200 pages), vocabulary, and journals.
	7. Completion of reading comprehension skills activities (e.g. text summaries and paraphrasing), many of which are in a timed environment.
24. Outside Class Assignments
	1. Readings and journal writings
	2. Vocabulary exercises with sentence writing assignments
25. Representative Texts

a. Representative Text(s):

Nist, Sherrie and Carole Mohr. *Improving Vocabulary Skills*. 4th edition. West Berlin, NJ: Townsend Press, 2009.

b. Supplementary texts and workbooks:

Wiesel, Elie. *Night.* New York. Hill and Wang, 2006

Addendum: Student Learning Outcomes

Upon completion of the course, our students will be able to do the following:

a. Identify main ideas and conclusions in level-appropriate texts.

b. Increase comprehension, vocabulary, and reading rate.

c. Report an increased appreciation for the value of reading in level-appropriate texts.