

Standard Institutionally Developed College: N/A

EDGE Compatible: No

Pre-requisites

Co-requisites

Course Description

Emphasizes the strengthening of fundamental reading competencies. Topics include vocabulary skills, comprehension skills, and study skills.

Course Length

	Minutes	Contact Unit
Lecture:	2250	
Lab 2:	0	
Lab 3:	0	
Practicum/Internship:	0	
Clinical:	0	
Total:	2250	3
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Semester Credit Hours:		3

Competencies

Order	Description	Lecture	Lab2	Lab3	Practicum/Internship	Clinical	Total Minutes	Semester Credit Hrs
1	Vocabulary Skills	660	0	0	0	0	660	0
2	Comprehension Skills	1290	0	0	0	0	1290	1
3	Study Skills	300	0	0	0	0	300	0
Totals for Course READ 0096 - Reading I (version 201003):		2250	0	0	0	0	2250	3

Learning Outcomes

Vocabulary Skills

Order	Description	Learning Domain	Level of Learning
1	Recognize and use word parts to determine word meanings and phonetic symbols and syllables for word pronunciation.	Cognitive	Analysis
2	Identify synonyms, antonyms, homophones, and homonyms.	Cognitive	Knowledge

Order	Description	Learning Domain	Level of Learning
3	Use a dictionary effectively.	Cognitive	Application
4	Use context clues to determine word meanings.	Cognitive	Application

Comprehension Skills

Order	Description	Learning Domain	Level of Learning
1	Identify stated and implied main ideas.	Cognitive	Knowledge
2	Identify supporting details.	Cognitive	Knowledge
3	Identify transition words and phrases.	Cognitive	Knowledge
4	Identify paragraph patterns, such as time order, examples, series, comparison and contrast, and cause and effect.	Cognitive	Knowledge
5	Differentiate between facts and opinions.	Cognitive	Analysis
6	Infer meanings and draw conclusions.	Cognitive	Analysis
7	Examine graphs, charts, tables, and maps.	Cognitive	Analysis

Study Skills

Order	Description	Learning Domain	Level of Learning
1	Develop basic textbook reading skills.	Cognitive	Application
2	Develop effective test taking skills.	Cognitive	Application
3	Compute oral and written directions.	Cognitive	Application
4	Use learning strategies for textbook reading.	Cognitive	Application

References

Order	Reference Type	Description
1	Book with Author(s) Listed	Langan, John. (2005). Ten Steps to Building College Reading Skills. (Fourth Edition). New Jersey: Townsend Press. www.townsendpress.com
2	Book with Author(s) Listed	Johnson, Beth, Carole Mohr, and Janet M. Goldstein. (2004). Groundwork for a Better Vocabulary. (Third Edition). New Jersey: Townsend Press. www. townsendpress.com
3	Book with Author(s) Listed	Nist, Sherrie L., and Carole Mohr. (2002). Building Vocabulary Skills. (Third Edition). New Jersey: Townsend Press. www.townsendpress.com
4	Book with Author(s) Listed	Langan, John. (2007). Groundwork for College Reading. (Fourth Edition). New Jersey: Townsend Press. www.townsendpress.com
5	Edited Book	Byrd, Patricia, Joy Reid, Cynthia Schuemann, and Cheryl Benz (Eds.). (2006). College Reading 1. Miami, Florida: Heinle.

Order	Reference Type	Description
6	Book with Author(s) Listed	Henry, D. J.. (2009). The Skilled Reader with Myreadinglab. (Second Edition). New Jersey: Pearson Prentice Hall.
7	Book with Author(s) Listed	Olsen, A.. (2010). Interactive Vocabulary. (Fourth Edition). New Jersey: Longman.
8	Book with Author(s) Listed	Pabis,Darlene, and Arden Hamer. (2008). Building College Vocabulary Strategies. (Second Edition). New Jersey: Allyn and Bacon.
9	Book with Author(s) Listed	McGrath, Jane. (2005). Basic Skills and Strategies for College Reading: A Text with Thematic Reader with Myreadinglab. (Second Edition). New Jersey: Allyn and Bacon.
10	Computer Software	Pearson Education. (2009). MySkillsLab [Computer Software]. New Jersey: Longman
11	Other	College Series Book 1. 2005. Massachusetts: Houghton Mifflin.