



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Educational Development 35
Descriptive Title: Reading Skills for Students with Learning Differences

Course Disciplines: Special Education

Division: Health Sciences and Athletics

Catalog Description: This course, designed for students who have a processing deficit in reading, will emphasize a variety of learning strategies and electronic technologies. Learners will increase their reading vocabulary, level of reading comprehension, and fluency in processing the printed word. Students will gain greater awareness of their learning preferences and how to apply them to increase their reading and learning levels. Students will construct a learning system which will facilitate their ability to read, to understand, and to critically evaluate reading material.
Note: This course is appropriate for students with disabilities.
Note: Pass/no pass only

Conditions of Enrollment: *You have no defined requisites.*

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 1.00 hours per week TBA
Course Units: 3.00

Grading Method: Pass / No Pass
Credit Status: Non-Degree Credit

Transfer CSU: No
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will describe and apply a "Study Smart Read to Learn" study technique (Objective) to an assigned text reading assignment. (Context) Utilizing a systematic reading strategy the student will mark significant vocabulary, significant details, and major concepts on a designated reading assignment. Then the student will develop study cards with a question and answer format. The developed "smart study cards" will be discussed in collaborative study groups. At the culmination of a twenty minute collaborative group session the "study smart cards" will be submitted to the instructor for evaluation and feedback. (Traits)

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and profile individual learning goals and styles.
Written homework
2. Outline a preferred word decoding system.
Written homework
3. Utilize systematic, active textbook marking strategies that identify vocabulary, main ideas, and supporting details necessary for a study guide.
Written homework
4. Without directly copying the author's words, construct teaching and learning cards that reconstruct vocabulary and important details identified during the reading process.
Written homework
5. Model active multi-sensory reading techniques that incorporate visual, auditory, and kinesthetic sensory modalities.
Presentation
6. Utilize electronic technologies such as computer assisted instruction, screen readers, and electronic dictionaries for their facilitation in understanding and critically evaluating reading material.
Class Performance

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Course Overview Reading Lab A. Special Resource Center services B. Learning Resource Center services C. Personal profile
Lecture	3	II	Identify Learning Preferences A. Reading skill level B. Information processing strengths and weaknesses C. Preferred learning styles D. Effective learning strategies
Lecture	3	III	Active Learning Strategies

			<ul style="list-style-type: none"> A. SQ3R active reading strategy B. Multi-sensory reading and study strategy (visual, auditory, and kinesthetic) C. Study guide utilizing "Teaching Cards"
Lecture	3	IV	<p>Applications of Electronic Reading Technology</p> <ul style="list-style-type: none"> A. Screen reader (i.e. K3000) B. Smart phone applications for both apple and android C. Electronic dictionaries D. Reading lab drill and skill development programs
Lecture	6	V	<p>Phonemic Vocabulary Development</p> <ul style="list-style-type: none"> A. Symbol sound relationship B. Vowel and consonant sounds C. Blending sounds D. Dictionary phonemic spelling
Lecture	6	VI	<p>Contexual Clues for Vocabulary Development</p> <ul style="list-style-type: none"> A. Definition clues B. Example clues C. Antonym clues D. Synonym clues E. General sense of the passage
Lecture	6	VII	<p>Vocabulary Development Utilizing Word Parts</p> <ul style="list-style-type: none"> A. Word roots B. Affixes C. Syllabication
Lecture	12	VIII	<p>Development of Reading Comprehension</p> <ul style="list-style-type: none"> A. Identifying main ideas and supporting details in textbook selection B. Identifying main ideas and supporting details in non-textbook reading C. Collaborative learning strategies in the classroom D. Independent practice
Lecture	6	IX	<p>Organizational Patterns to Improve Reading Comprehension</p> <ul style="list-style-type: none"> A. Transitional words B. Definition C. Time order D. Compare and contrast E. Cause and effect F. Enumeration
Lecture	6	X	<p>Formative and Cumulative Evaluation of Reading Progress</p> <ul style="list-style-type: none"> A. Norm reference assessments B. Classroom assessment techniques (CAT's)
Lab	18	XI	<p>Reading Lab</p> <ul style="list-style-type: none"> A. Vocabulary practice exercises - Record On Lab Report Form exercises completed and performance accuracy. B. Comprehension practice exercises - Record on Lab Report Form exercises completed and accuracy. C. Santa Monica Reading Lab practice reading comprehension exercises - Record on Lab Report Form exercises completed

		and accuracy. D. Pearsons My Reading Lab exercises for developing reading vocabulary and comprehension - Record of performance is maintained in student's personal log.
Total Lecture Hours	54	
Total Laboratory Hours	18	
Total Hours	72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Actively read and mark the selection "The Most Hateful Words" by Amy Tan, applying the previewing technique discussed in class. Identify the "most hateful words" and "healing words" in the selection and infer why they have such an impact on the author. In a one-page written paper include significant details from the selection that justify your answer.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Actively read and mark the reading "Hybrid Autos" in your text on page 194. Outline the positive attributes of hybrid automobiles as presented by the author. Research online hybrid autos online and compare and contrast both the positive and negative considerations in purchasing a hybrid automobile. In a one-page written outline compare and contrast both the pro's and con's of buying a hybrid auto.
2. Actively read, mark, and outline the reading "Big Mac Attack" in your text on page 146. Identify the author's main idea and supporting details presented. Select a country to open a McDonald's restaurant. Develop a one-page written business plan and present orally in class. Be sure to include the cultural and economic implications of the country you identified for your restaurant's economic success.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Performance exams

Quizzes

Reading reports

Written homework

Laboratory reports
Class Performance
Homework Problems
Multiple Choice
Completion
Matching Items
Presentation

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Laboratory
Lecture
Other (please specify)
 computer assisted learning

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Skill practice
Required reading
Other (specify)
computer assisted instruction

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Myers. Making Meaning Building Strategies for College Reading. 1st ed. Pearson Educational Inc., 2007.
Qualifier Text: Standard Discipline,

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Fasteau/Hoanzl on 11/14/1994.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Sandra Bartiromo on 10/23/2013