El Camino College
COURSE OUTLINE OF RECORD - Approved

I.   GENERAL COURSE INFORMATION

Subject and Number: **English 82**
Descriptive Title: **Introduction to Reading Skills**
Course Disciplines: **Reading or English**
Division: **Humanities**

Catalog Description:
This course is designed to improve general reading and thinking abilities through strengthening the following skills: comprehension, vocabulary, and study and test-taking techniques. Special emphasis will be placed on analysis of multi-paragraph passages.

Conditions of Enrollment:
Recommended Preparation: credit in English 80 or qualification by assessment

Course Length: X 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. Demonstrate the ability to actively engage in the reading process in order to comprehend and analyze multi-paragraph non-fiction texts at the high school level.

2. Students will demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the high school level.

3. Students will demonstrate their ability to analyze multi-paragraph non-fiction texts written at the high-school level.
4. (INACTIVE) Students will demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze nonfiction texts written at the high school level.

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 the stated and/or unstated main idea, supporting details, transitions, and patterns of organization in long paragraphs and short reading selections.
   Objective Exams

2. Distinguish between major and minor supporting details in long paragraphs and short reading selections.
   Written homework

3. Strengthen the ability to identify transition/signal words and patterns of organization (list, chronology, comparison, contrast, cause and effect) in long paragraphs and short reading selections.
   Written homework

4. Make inferences based on central point, stated and unstated main ideas, supporting details, and conclusions in long paragraphs and short reading selections.
   Written homework

5. Practice formulating and writing the implied main idea of a paragraph and the central point of a short reading selection.
   Written homework

6. Employ basic critical thinking skills such as distinguishing fact from opinion and identifying the author's purpose and tone.
   Written homework

7. Expand vocabulary through the study of word parts and context clues.
   Quizzes

8. Discuss elements of a book-length text orally or by means of journals, summaries, or compositions.
    Reading reports

9. Employ basic study skills and reading strategies to explain at the literal level the content of a text.
    Written homework

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	4	I	Introduction to course, ECC, and various student success resources
			  A. Course material (including ECC policies)
			  B. Reading Success Center
			  C. Writing Center
			  D. Learning Resource Center
			  E. Other Student Success Services
			    1. The Opportunity Project (TOP)
			    2. EOPS
			    3. Career Center
			    4. Student Health Services

Lecture	3	II	Pre-assessment using multiple measures is required in order to determine students' initial reading competency.
			Reading skills assessed:
			A. Comprehension
			  A. Stated and implied main ideas
			  B. Supporting details
			  C. Transitions/signal words
			  D. Patterns of organization
			  E. Inferences
			  F. Purpose and tone
			  G. Fact and opinion
			  H. Argument (point and relevant support)
			B. Vocabulary (using Context Clues)
			Pre-assessment options:
			  A. Townsend Press Pre-Assessment *(This is a paper test available from the Reading Department. Please do not use the online version because those are re-packaged in various Department exams. You can verify that you are using the most current Reading Dept. version with the Reading Program Faculty Coordinator.)*
			  B. Degrees of Reading Power (DRP)
			  C. Wisesoft (online program)
			  D. Total Reader (online program)
			  E. Multiple Choice / True or False (textbook/instructor designed assessments)
			  F. Students' writing (instructor designed prompts)

Lecture	8	III	Directed activities in college-level study skills
			A. Previewing and predicting B. Annotating C. Skimming and scanning D. Outlining, mapping, and clustering E. Listening and note-taking techniques F. Modeling and practicing small group discussions and activities G. Test-taking strategies H. Goal setting and time management

Lecture	8	IV	Vocabulary study
			    A. Develop and expand vocabulary
			        1. Learn meanings of word parts and review dictionary skills
			        2. Learn about and use different types of context clues
			        3. Review types of figurative language
			    B. Vocabulary resources
			        1. Vocabulary-specific workbook
			        2. Non-fiction books and short articles
			        3. Poems and song lyrics
			        4. Online programs
			        5. Faculty-designed assignments

Lecture	18	V	Practice directed-reading comprehension exercises
			    A. Literal-level reading comprehension
			        1. Finding the topic of a paragraph
			        2. Identifying stated main ideas
			        3. Distinguishing among major and minor supporting details
			        4. Locating signal words/transitions
			        5. Recognizing patterns of organization
			    B. Introduction to critical thinking skills
			        1. Drawing inferences
			        2. Making inter- and extra-textual connections
			        3. Determining purpose and tone
			        4. Distinguishing fact from opinion
			        5. Identifying point and relevant support of an argument

Lecture	9	VI	Reading, discussion, and analysis of a variety of non-textbook materials A. Feature-length newspaper/news magazine articles B. Poetry C. Short fiction/non-fiction works (comics, short stories, novellas, etc.) D. Book-length fiction/non-fiction works (novels, memoirs, etc.)

Lab	18	VII	Directed computer lab activities to promote students' reading strategies that improve comprehension and expand vocabulary.
			A. Computer Software / Online Programs
			      A. Townsend Press (online program)
			      B. Total Reader (online program)
			      C. Wisesoft (online program)
			      D. Inspiration graphic organizer (software)
			      E. Power of Process (online program)
			B. Computer-based activities
			      1. Topic-focused reading journal using online newspaper articles, full-text articles on library databases, etc.
			      2. Summary and paraphrase writing
			          i. Written analysis of texts (ex. compare the central point in two articles, use textual clues to defend an interpretation of a scene, etc.)

Lecture	4	VIII	Final assessment using multiple measures is required in order to determine students' end-of-semester reading competency.
			Reading skills tested:
			A. Comprehension
			      1. Stated and implied main ideas
			      2. Supporting details
			      3. Transitions/signal words
			      4. Patterns of organization
			      5. Inferences
			      6. Purpose and tone
			      7. Fact and opinion
			      8. Argument (point and relevant support)
			B. Vocabulary (using Context Clues)
			Mandatory Assessment
			A. Townsend Press Pre-Assessment *(This is a paper test available from the Reading Department. Please do not use the online version because those are re-packaged in various Department exams. You can verify that you are using the most current Reading Dept. version with the Reading Program Faculty Coordinator.)*
			B. Other assessment measures (instructor chooses at least one)
			      1. Degrees of Reading Power (DRP) (verify that you are using the correct version)
			      2. Wisesoft (online program)
			      3. Total Reader (online program)
			      4. Multiple Choice / True or False (textbook/instructor designed prompts)
			      5. Students' writing (instructor designed prompts)

Total Lecture Hours	54		
Total Laboratory Hours	18		
Total Hours	72		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**
Skills demonstrations

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**
After reading the excerpt taken from a sociology textbook, write and/or show (by underlining and labeling) the answers to the following questions:
1. Identify the sentence that most accurately reflects the central point.
2. Identify the major supporting details for paragraphs 2, 3, and 4.
3. Identify the three signal words used in paragraphs 3 and 4 that signal cause and effect.
4. What is the pattern of organization used in paragraphs 1 and 2?
5. What do the two underlined words in each paragraph mean?
6. What is a valid inference that can be drawn based on the author's final claim in paragraph 4?
7. What is the author's overall purpose and dominant tone in the reading selection?
8. Does the author present facts or opinions in paragraph 3?
9. What logical fallacy does the author present in paragraph 1?
10. What would be a good title for this reading selection?

C. **COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**
1. After reading the article "Here's How Winning the Lottery Makes You Miserable," write a paragraph in which you compare/contrast the experiences of Keno to those of the people interviewed in the article. How are their experiences similar to and different from Keno's? Make sure to begin with a main idea, and provide clear supporting details with transition words.

2. Choose one of the statements below that you strongly agree with. Then compose a one to two page paper using the statement as your thesis. Provide evidence from real life experience or observation and at least two quotes/passages from *The Pearl* to support your thesis.
1. There are unwritten rules that dictate how people should act.
2. Good luck can bring happiness.
3. Money can provide happiness.
4. We control our own lives.
5. All good things that happen come with a price.
6. One single choice can have a huge impact on the outcome of your life.
7. Success is available to every person.

D. **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Objective Exams
Quizzes
Reading reports
Written homework
Laboratory reports
Class Performance
Homework Problems
Term or other papers
Multiple Choice
Completion
Matching Items

True/False
Other (specify):
Reading assessment tests to provide multiple measures
Presentation

V. INSTRUCTIONALMETHODS
Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Laboratory
Lecture

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
Written work
Journal

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS
A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**
Elder, Janet. New Worlds: An Introduction to College Reading. 5th ed. McGraw-Hill, 2013.
Langan, John. Ten Steps to Improving College Reading Skills. 6th ed. Townsend Press, 2014.
Nist, Sherrie. Improving Vocabulary Skills / with Vocabulary Plus (see note below). 4th ed. Townsend Press, 2014.

B. **ALTERNATIVE TEXTBOOKS**

C. **REQUIRED SUPPLEMENTARY READINGS**
Langan, John. Ten Steps to Improving College Reading Skills / Ten Steps Plus Bundle. 6th edition. Townsend Press, 2016. (The bundled textbook provides 10-month online access to e-books and the Learning Center's exercises. VERY IMPORTANT: do NOT ever use any part of the 'Townsend Online Assessments: College Reading Test Form A, B, C, and D.' Those tests are combined and modified for department-wide assessments of English 80, 82, and 84).

Re: Nist textbook - the bundled textbook provides 10-month online access to the Learning Center's Vocabulary Plus exercises.

Covey, Sean. The Seven Habits of Highly Effective Teens. Touchstone, 2014.

Alexie, Sherman. The Absolutely True Diary of a Part-Time Indian, Sherman Alexie, Little, Brown and Company, 2009.

D. **OTHER REQUIRED MATERIALS**
882-e scantrons

A longer list of department-approved books is available. Please ask the Reading Program Faculty Coordinator for the most up-to-date copy.

VIII. CONDITIONS OF ENROLLMENT
A. **Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification

B. **Requisite Skills**

Requisite Skills

C. **Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Course Recommended Preparation English-80 or	Sequential
Non-Course Recommended Preparation	Due to AB705, ECC's pre-transfer English courses are now optional for students. A student may wish to consider this course if he or she makes an informed decision to take it prior to beginning a transfer-level English course. In some instances, a counselor or advisor may recommend a student take this course, however, the student would still not be required to take it.

D. **Recommended Skills**

Recommended Skills
Expand reading vocabularies by applying context clues to reading selections.
Apply study skills (such as highlighting, notetaking, and outlining) to support the learning process.
Restate the main idea and recognize the relationship in reading selections between main ideas and support details.
Read and discuss young adult fiction and nonfiction.

E.   Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by N. Savage & Reading Staff on 02/01/1977. (DO NOT CHANGE.)

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 03/18/2019

Last Reviewed and/or Revised by: **Date:**