



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	504
Descriptive Title:	High School Fundamentals of Reading
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit course is an introduction to building vocabulary, reading comprehension, and critical thinking skills and includes a basic review of English language usage. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	

Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of this course, students will be able to: 1. integrate vocabulary in various contexts. 2. develop effective skills in reading comprehension and fluency. 3. analyze and evaluate reading material for use of main idea, detail, and inference.
Course Objectives:	1. Use resources to expand understanding of new words; dictionary, thesaurus. 2. Explain how root words, prefixes and suffixes and derivatives of words help us to understand new vocabulary. 3. Use mnemonics in vocabulary skill building. 4. Use pre-knowledge and prediction while reading. 5. Ask questions and hypothesize answers while reading. 6. Summarize and reconstruct after reading. 7. Increase reading comprehension and speed using chunking and contextual reading. 8. Recognize known words and support reading with use of prior knowledge. 9. Use context clues to support reading comprehension. 10. Explain main idea and author's purpose in a reading passage. 11. List details that support the main idea in a reading passage. 12. Infer and draw conclusions in reading passage. 13. Read a passage and write a well-structured paragraph on theme, tone, and point of view.
Major Topics:	I. Word understanding (lecture) A. Reading critically 1. Previewing and predicting content of a reading selection 2. Outlining subject and subtopics 3. Skimming 4. Asking questions 5. Using pre-knowledge 6. Literal and figurative meanings of words

B. Reading for general meaning

1. Recognizing context clues
2. Chunking
3. Understanding paragraph structure
4. Rephrasing the main idea
5. Creating a story line
6. Creating mental images while reading

II. Text Analysis (lecture)

A. Author's purpose

1. Summarizing the passage
2. Identifying important information
3. Grouping and combining information
4. Asking questions
5. Using pre-knowledge
6. Identifying the main idea

B. Finding the details

1. Distinguish between fact and opinion
2. Identifying descriptive words
3. Disguising important and unimportant information
4. Understanding sequence
5. Making connections
6. Finding evidence
7. Synthesizing text for self and others

C. Understanding Inference

1. Using context clues
2. Making predictions

	3. Drawing conclusions/reading between the lines 4. Using pre-knowledge 5. Interpreting figurative language 6. Using antonyms and contrast 7. Synthesizing new ideas and information 8. Understanding beyond literal meaning III. Vocabulary Building (lecture) A. Dictionary and thesaurus use 1. Deconstructing words; roots, prefixes, suffixes 2. Using electronic aids (e.g., www.dictionary.com) 3. Describing, explaining, giving examples of how words are used B. Finding context clues 1. Definition/example/illustration 2. Synonyms and antonyms 3. Explanation and description 4. Description 5. Restatement C. Practicing new word acquisition 1. Using new words in everyday speech 2. Incorporating new words in writing D. Improving quality of reading 1. Choosing reading materials 2. Creating reading environment 3. Enhancing reading recall and increasing reading speed
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0

Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	In a short paragraph describe one pre-reading strategy, one while-reading strategy, and one after-reading strategy that help readers improve their comprehension of a text. Explain why the strategies are useful.
Critical Thinking Assignment 1:	Read the paragraph below. In your own words, summarize the main idea in one sentence. Underline the sentence in the passage that supports your main idea. 1. When Martin Luther King, Jr., spoke, people listened. Poor people, rich people, white people, black people, people from other countries - they all listened. Many helped him work, march, sing, and pray for justice. He asked people not to fight with each other. He suggested peaceful ways to solve problems. Martin Luther King, Jr., had a special talent for leadership. Main idea: _____
Critical Thinking Assignment 2:	Directions: Read each sentence and determine the meaning of the word using context clues and your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning. Do not use a dictionary. 1. Disposition: Unlike his sister Cathy, who had a very calm and mellow disposition, John jumped on sofas and ran through the house like a wild animal. Definition: _____ What clues in the sentence lead you to your definition? 2. Amiable: If you go to the party wearing your best smile, laugh good naturedly, and try your dance steps out (even if you aren't the best dancer), you will attract attention with your amiable disposition. Definition: _____ What clues in the sentence lead you to your definition? 3. Ostentatious: Amy wanted to wear the simple white dress to the dance, but her friend Emilia kept pushing her to buy this big, puffy, golden ballroom gown as ostentatious as it was expensive. Definition: _____ What clues in the sentence lead you to your definition?
Other Evaluation Methods:	Embedded Questions, Journal kept throughout course, Matching Items, Multiple Choice, Objective Exam, Quizzes, Reading Reports, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Journal (done on a continuing basis throughout the semester), Required reading, Skill practice, Study
If Other:	
Up-To-Date Representative Texts:	Henry, D.J. <i>The Skilled Reader</i> , 4th Edition. Pearson, 2014 (Discipline Edition)

Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/02/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline

Date:	03/11/2026
Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026