

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HSDP 415

COURSE TITLE

READING IMPROVEMENT

TYPE COURSE

NON-FEE

CATALOG COURSE DESCRIPTION

This course is designed to improve the student's reading skills in word attack, literal and interpretive comprehension using group, individual and computer assisted instruction. Upon completing the course the student will be able to demonstrate improved performance on reading tasks insuring their success in their educational, personal and professional goals. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Reading at 6.0 or above on TABE or CASAS equivalent.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Successful completion of the course objectives will enable the student to demonstrate the reading skills necessary to pass the G.E.D., C.A.H.S.E.E. E.L.A., and/or High School courses.

COURSE OBJECTIVES

Upon completing the course, students will be able to demonstrate increased proficiency in the following:

1. Sight vocabulary (vocabulary relevant to the specific needs of the students; e.g., Passing the G.E.D. C.A.H.S.E.E., etc.).
2. Word attack strategies (phonics, structural analysis, context)
3. Literal Comprehension (recognizing the discourse structure for narratives, expository, and persuasive writing; main idea and supporting details)
4. Interpretive Comprehension (proficiency in the upper level skills identified by Bloom's taxonomy).
5. Study Skills (e.g., SQ3R)

SECTION II

COURSE CONTENT AND SCOPE

1. Assessment
2. Sight vocabulary (Development of strategies for improving sight vocabulary necessary for success in students' goals; e.g., G.E.D., C.A.H.S.E.E., High School subjects, family, community, career).
3. Word Attack Skills (Phonics, Structural Analysis, Context, Whole Word)
4. Literal Comprehension (Recognition of the discourse structures of narrative, expository, and persuasive)
5. Literal Comprehension (Main idea and Supporting Details)
6. Interpretive Comprehension (Inference and Drawing a Conclusion)
7. Interpretive Comprehension (Argument, Inductive, Deductive Reasoning)
8. Interpretive Comprehension (Fallacies, Propaganda)
9. Interpretive Comprehension (Figurative Language)
10. Interpretive Comprehension (Tone/Bias/Fact versus Opinion)
11. Interpretive Comprehension (Visual Aids such as tables, graphs, charts, maps)

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COURSE CONTENT AND SCOPE (CONTINUED)

12. Interpretive Comprehension (Evaluation)
13. Poetry/Drama
14. Study Skills

APPROPRIATE READINGS

Assigned text readings, content area readings, appropriate computer assisted instructional readings.

WRITING ASSIGNMENTS

Demonstrate proficiency in course objectives.

OUTSIDE ASSIGNMENTS

May be required to apply acquired skills to outside readings/activities.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Interpretive Comprehension development requires critical thinking and must be demonstrated through successful completion of assignments.

EVALUATION

Students will be evaluated through the use of formal and informal measures, including, but not limited to, standardized reading survey, CASAS test, specific skill area exams, responses to skill exercises, application of skills to “real world” activities.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Instructional methods may include any or all of the following: individualized instruction, self-paced instruction, group instruction, class activities, cooperative learning, computer based instruction, lecture, laboratory, field trips.

TEXTS AND SUPPLIES

Contemporary G.E.D. and Pre-G.E.D. series, 2002
Steck Vaughn G.E.D. and Pre-G.E.D. series 2002
Contemporary G.E.D. software, 2002
Steck Vaughn G.E.D. 21st Century, 2002
SkillsTutor
Diascriptive Reading software, Educational Activities

TEXTS AND SUPPLIES (CONTINUED)

C.A.H.S.E.E. tutor software
C.A.H.S.E.E. Manuals, State of California
Langan, Ten Steps to Building College Reading Skills, Townsend Press, 1998
Broderick, Groundwork for College Reading, Townsend Press, 2000
Steck Vaughn, Comprehension Skills Complete Classroom Library
Contemporary Reading Basics, Intermediate 1 and 2
Steck Vaughn Building Strategies-Reading
Steck Vaughn Vocabulary Connections Books 1-8

PREPARED BY Jackie Collins DATE August, 1985

DATA REVISED BY Gary Gleckman DATE February, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog