



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, Social Sciences

COURSE: RED 0800, Basic Reading I

Date: May 29, 2018

Credit Hours: 3

Prerequisite(s): Appropriate Score on the Reading Placement Test

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent – **Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

RED 0800 Basic Reading I

This course is designed to help students build a foundation of basic word analysis, vocabulary and reading skills. Students will be introduced to various study strategies to promote academic success. The course will build on students' strengths and is recommended for students who need an intensive review of the basic reading skills necessary for successful comprehension. IVCC college credit is awarded, but no transferable college credit. The course is evaluated by a letter grading system; however, it is not calculated into the GPA.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. The student will create a system to develop reading vocabulary.
 - 1.1 The student will review basic phonetics and word attack strategies.
 - 1.2 The student will infer meaning of words using example, synonym, antonym, and sentence context clues.
 - 1.3 The student will analyze words using prefixes, suffixes, and compounds.
 - 1.4 The student will consult the dictionary and the thesaurus to determine pronunciation, syllabication, parts of speech, exact meanings, and synonyms.
2. The student will improve comprehension skills.
 - 2.1 The student will use concept mapping to show the main idea and the details in reading material.
 - 2.2 The student will identify and generate general and specific words.
 - 2.3 The student will identify and generate general and specific sentences.
 - 2.4 The student will analyze paragraph structure to determine main idea, support sentences and closing sentence.
 - 2.5 The student will locate signal words to identify the pattern (explanation, examples, comparison/contrast, cause and effect, definition, and enumeration) used by the author.
3. The student will demonstrate a basic understanding of study strategies.
 - 3.1 The student will determine his own learning style.
 - 3.2 The student will learn memory enhancement strategies.
 - 3.3 The student will learn concentration techniques.

- 3.4 The student will learn time management strategies.
- 3.5 The student will learn organizational strategies.

- 4. The student will transfer learned reading skills.
 - 4.1 The student will apply learned skills to fictional reading.
 - 4.2 The student will apply learned skills to non-fictional reading.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	<ul style="list-style-type: none"> • The student will create a system to develop reading vocabulary. • The student will improve comprehension skills. • The student will transfer learned reading skills.
Second Goal	
To connect learning to life.	<ul style="list-style-type: none"> • The student will create a system to develop reading vocabulary. • The student will improve comprehension skills. • The student will demonstrate a basic understanding of study strategies. • The student will transfer learned reading skills.

COURSE TOPICS AND CONTENT REQUIREMENTS:

1. Vocabulary development through context
2. Vocabulary development through analysis
3. Reference material used as aids to vocabulary development and comprehension
4. Use of graphic organizers to aid comprehension
5. Study of words, sentences, and paragraphs
6. Study of signal words and paragraph patterns
7. Use of technology to enhance reading skills

INSTRUCTIONAL METHODS:

The instructor may use a variety of teaching techniques that may include:

1. Lectures
2. Guided practice
3. Group discussions
4. Collaborative work
5. Individualized conferences
6. Presentations
7. Computer-Aided Instruction

INSTRUCTIONAL MATERIALS:

Textbook

Other supplemental authentic reading material: novel, biography, autobiography, and/or periodicals.

Textbook and supplemental authentic reading material used in Basic Reading I is at the discretion of full-time reading faculty.

Part-time faculty members are to use the textbook chosen for the course. Part-time faculty members are to use the supplemental authentic reading material as designated for Basic Reading I by the Dean of the English, Mathematics, and Education Division.

Computer Applications

Word-processing applications

Presentation Software

Other online applications and available reading software

Other

Handouts

Available audio/video resources

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Requirements:

Regular attendance

Timely assignment completion

Cooperative attitude

Active participation in class

Earn 80% of the total points available to pass the course

Methods of Evaluation:

Degrees of Reading Power Test

Organizational Portfolio

Quizzes

Written tests

Individual and/or Group Projects or Presentations

Grading Scale:

A= 94-100

B= 87-93

C= 80-86

F= 79 and below

OTHER REFERENCES:

Flemming, Laraine. *Words Count*, 2nd Ed. Stamford: CENGAGE Learning, 2015. Print.

Friend, Carol E., Laura D. Knight, and Teresa F. Glazier. *The Least You Should Know about Vocabulary Building: Word Roots*, 7th Ed. Boston: Wadsworth CENGAGE Learning, 2012. Print.

Goldstein, Janet M., John Langan. *Voices and Values*, 2nd Ed. West Berlin: Townsend Press, 2015. Print.

Hopper, Carolyn H. *Practicing College Learning Strategies*, 5th Ed. Boston: Wadsworth CENGAGE Learning, 2010. Print.

Liff, Suzanne, Joyce Stern. *Contexts*, New York: McGraw Hill, 2016. Print

Novins, Cheryl. *The Pearson Textbook Reader*, 3rd Ed. Boston: Longman, 2011. Print.

Course Competency/Assessment Methods Matrix

RED 0800 Basic Reading I		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
1. The student will create a system to develop reading vocabulary.				X		X	X	X	X				X	X	X	X	X			X	X												X
2.The student will improve comprehension skills.				X		X	X	X	X				X	X	X	X	X			X	X												X
3.The student will demonstrate a basic understanding of study strategies.				X		X	X	X	X				X	X	X	X	X			X	X												X
4.The student will transfer learned reading skills.				X		X	X	X	X				X	X	X	X	X			X	X												X