1. **COURSE ID:** READ 412  
   **TITLE:** College-Level Introductory Reading Improvement  
   **Semester Units/Hours:** 0.5 - 1.0 units; a minimum of 24.0 lab hours/semester; a maximum of 48.0 lab hours/semester  
   **Method of Grading:** P/NP Only  
   **Recommended Preparation:** Eligibility for READ 400 or 405 OR ENGL 100 or 105.

2. **COURSE DESIGNATION:**  
   Degree Credit  
   Transfer credit: CSU

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   Practice methods increasing comprehension, vocabulary, critical reading, study-reading strategies, and/or speed using college-level reading materials. May include internet, computer-assisted, and/or DVD assignments. Uses self-paced programs based on individual diagnostic test results to meet specific student needs. Students may enroll any time through the twelfth week of the semester.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Read and understand college-level text by applying comprehension strategies such as identifying topics, stated and implied main ideas, major/minor details.  
   2. Read and understand college-level text by recognizing inferences, fact/opinion, bias, tone, mood, purpose, audience, conclusions, and figurative language.  
   3. Use metacognitive logs to demonstrate reading comprehension of college-level texts.  
   4. Analyze college-level words, structurally and contextually to improve vocabulary.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Read and understand college-level text by applying comprehension strategies such as identifying topics, stated and implied main ideas, major/minor details.  
   2. Read and understand college-level text by applying critical comprehension strategies such as inferences, fact/opinion, bias, tone, mood, purpose, audience, conclusions, and figurative language.  
   3. Use metacognitive logs to demonstrate reading comprehension of college-level texts.  
   4. Analyze college-level words, structurally and contextually to improve vocabulary.

6. **COURSE CONTENT:**  
   **Lab Content:**  
   Various college-level reading materials in which students practice the various reading methods to increase comprehension, vocabulary, critical reading, study-reading strategies, and/or speed on transfer-level, low-advanced level college-texts. Use of dvd and internet sites to improve test-taking, speed, and critical reading skills.

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**  
   Typical methods of instruction may include:  
   A. Discussion  
   B. Other (Specify): Individual or small group discussion and self-paced textbook and computer activities

8. **REPRESENTATIVE ASSIGNMENTS**  
   Representative assignments in this course may include, but are not limited to the following:  
   **Writing Assignments:**  
   Students will create metacognitive logs on college-level texts.  
   **Reading Assignments:**  
   Self-paced textbook and computer activities.

9. **REPRESENTATIVE METHODS OF EVALUATION**
Representative methods of evaluation may include:

A. Exams/Tests
B. Lab Activities
C. Quizzes
D. Instructor approval of work at regular intervals • Mastery tests

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:


**Origination Date:** August 2010
**Curriculum Committee Approval Date:** February 2014
**Effective Term:** Fall 2014
**Course Originator:** Jamie Marron