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 metacognitve 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 metacognitve 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:
    A. Pauk, W.. *How to Study in College*, 11th ed. Boston: Wadsworth/Cengage, 2013
    B. Whitehead & Mason. *Study Skills for Nurses*, 2nd ed. Safe Publications, 2007
    C. Nist. *Advancing Vocabulary Skills*, 4/e ed. West Berline: New Jersey, 2013

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

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