

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** READ 812    **TITLE:** Intermediate 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
2. **COURSE DESIGNATION:**  
**Non-Degree Credit**  
**Basic Skills**  
**Transfer credit:** none
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
Intense practice increasing comprehension, vocabulary, critical reading, study-reading strategies, and/or speed using a variety of reading materials at an intermediate level. 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. Identify a topic in an intermediate level text.
  2. Identify a main idea in an intermediate level text.
  3. Identify supporting details in an intermediate level text.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:
  1. Do a "think-aloud" on intermediate-level text.
  2. Create a meta-cognitive log on an intermediate-level text.
  3. Read and understand intermediate-level text by applying comprehension strategies to identify inferences.
  4. Read intermediate-level text faster with improved comprehension using rate improvement strategies.
6. **COURSE CONTENT:**  
**Lab Content:**  
Various reading materials in which students (reading below college-level, intermediate-level) practice reading methods to be able to perform "think-alouds" on intermediate-level texts,. Create meta-cognitive logs, apply comprehension strategies to identify inferences , and read intermediate-level text faster with improved comprehension using rate improvement strategies. Practice increasing reading rate on intermeidate-level texts.
7. **REPRESENTATIVE METHODS OF INSTRUCTION:**  
Typical methods of instruction may include:
  - A. Lab
  - B. Directed Study
  - C. Discussion
  - D. 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:**  
Create meta-cognitive logs on introductory to college, intermediate level texts. Create detailed summaries including the topic, main idea, supporting details, and inferences drawn from dvds on study skills and college reading skills  
**Reading Assignments:**  
**Reading Plus-Level 6**  
**Timed Reading Plus, Books 7 and 8**  
**Heroes or Phenomenon**  
**DVDs:** How to Map Your Way to Better Grades; How to Read a Textbook

### **Multimedia Skills**

**Traveler Book (Intermediate-Level)** (with myreadinglab.com) Active Reading: Stated Main Idea: Implied Main Idea: Supporting Details; Outlining and Mapping; Summarizing and Paraphrasing; Ten Patterns of Organization; Inference: Critical Thinking: Reading Textbooks; Graphics and Visuals; Reading Rate: Memorization and Concentration: Note Taking and Highlighting: Test Taking; Combined Skills

### **Other Outside Assignments:**

Self-paced textbook and computer activities.

## **9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Work
- B. Exams/Tests
- C. Lab Activities
- D. Oral Presentation
- E. Quizzes
- F. • Instructor approval of work at regular intervals • Mastery tests

## **10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Langan, John. *Ten Steps to Advancing College Reading Skills*, 5 ed. Townsend Press, 2010

Possible software includes:

- A. Multimedia Skills. Blank, 2012 ed.  
Software program that helps a student identify strengths and weaknesses.
- B. Reading Plus - Level 6. Ware, 2010 ed.  
A software program used internationally for improvement of reading comprehension and reading rate.
- C. Traveler Book Ch 6-10 myreadinglab.com. Pearson and Merced Community College, 2012 ed.  
An internationally used software program that can be set to individual skills over a range of levels.

**Origination Date:** August 2010

**Curriculum Committee Approval Date:** February 2014

**Effective Term:** Fall 2014

**Course Originator:** Jamie Marron