

# COLLEGE OF THE DESERT

Course Code RDG-061

## Course Outline of Record

1. Course Code: RDG-061
2. a. Long Course Title: Accelerated Reading for College Success  
b. Short Course Title: ACCELERATED READING
3. a. Catalog Course Description:  
Preparation for academic reading and critical thinking expected in transfer and associate-degree classes. Strongly recommended: participation in the Reading placement process.  
b. Class Schedule Course Description:  
Preparation for academic reading and critical thinking expected in transfer and associate-degree classes.  
c. Semester Cycle (if applicable): N/A  
d. Name of Approved Program(s):
  - READING Certificate of Completion
4. Total Units: 4.00      Total Semester Hrs: 72.00  
Lecture Units: 4      Semester Lecture Hrs: 72.00  
Lab Units: 0      Semester Lab Hrs: 0  
Class Size Maximum: 35      Allow Audit: No  
Repeatability No Repeats Allowed  
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)*  
Prerequisite: None
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. Langan, J. (2014). *Ten Steps to Improving College Reading Skills* (6th/e). West Berlin Townsend Press. ISBN: 9781591944249  
College Level: Yes  
Flesch-Kincaid reading level: 9-12
  - b. At least one full-length book  
Samples include:  
A Life Without Consequences, Stephen Elliot, MacAdam/Cage, 2001  
A Long Way Gone, Ishmael Beah, Sarah Crichton Books, 2007  
Black Boy, Richard Wright, Harper Collins, 2007  
Enrique's Journey, Sonia Nazario, Random House, 2007  
Fast Food Nation, Eric Schlosser, Harper Collins, 2001  
Incidents in the Life of a Slave Girl, Harriet Jacobs, Penguin, 2000  
Nickel and Dimed, Barbara Ehrenreich, Metropolitan Books, 2008  
Opening Skinner's Box, Lauren Slater, Norton & Norton, 2004  
Outliers, Malcolm Gladwell, Little, Brown and Company, 2008  
The Spirit Catches You and You Fall Down, Ann Fadiman, Farrar, Straus & Giroux, 1999  
There Are No Children Here, Alex Kotlowitz, Anchor Books, 1992  
You Just Don't Understand, Deborah Tannen, Harper Collins, 2007
7. Entrance Skills: *Before entering the course students must be able:*
  - a. None
8. Course Content and Scope:

Lecture:

1. Strategies for making meaning of text
2. Active reading, including summarizing, predicting and posing questions
3. Critical reading, including making connections, exploring significance, and evaluating evidence
4. Reading for conceptual understanding
5. Forming inferences
6. Synthesizing ideas and information from multiple sources, including readings, personal observation, and reflection

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Students will select appropriate strategies to read and comprehend college level expository material.

2.

Students will demonstrate reading fluency with 90% accuracy in pronunciation and flow. "Flow" being defined as no hesitations or regressions.

3.

Students will recall, analyze & evaluate college level readings through written summaries and reactions.

4.

Students will apply new vocabulary & distinguish between subtle differences in the meanings of words.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Use SQ3R &/or SOAR along with outlining, note-taking, mapping summarizing and other strategies to prepare, read, & comprehend expository text.
- b. Read a variety of texts fluently.
- c. Write organized summaries & reactions that capture main idea and supporting details.
- d. Understand multiple word meanings, uses & synonyms

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Collaborative/Team
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Experiential
- e. Lecture
- f. Observation
- g. Participation
- h. Technology-based instruction

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 72.00

Outside Class Hours: 144.00

a. In-class Assignments

- a. Evaluate expository writing for main idea, support, and author's bias.
- b. Summarize expository writings.
- c. Group and individual activities analyzing vocabulary, details, relationships, inferences, location of main ideas and logical thinking.
- d. Group discussions regarding meaning of expository writing.

b. Out-of-class Assignments

1. Typical Assignment  
 a. Read chapter # of the book. As you read, focus on making sure you understand the author's points about X and Y, as well as the counterarguments she presents from other thinkers on this topic. Before class, respond to at least two of the questions on this chapter – answer one of the comprehension-oriented questions where you explain a key idea from the chapter, along with one critical question where you use your own analytic voice to comment on ideas from the chapter.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Written homework
- Reading reports
  - Summaries and Reactions
- Group activity participation/observation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Oral and practical examination

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

CSU GE Area A: Communication in the English Language and Critical Thinking

A2 - Written Communication

PO-GE C5 – Personal Growth and Development

Value learning as a lifelong endeavor designed to enrich one's life.

Exhibit habits of intellectual exploration, personal responsibility, and well being.

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

PO-BS Critical Thinking

Assess relevant information and come to thought-out conclusions and solutions.

Value open-mindedness.

Communicate meaningfully with others.

PO-BS Reading and Writing Skills

Demonstrate reading skills to multiple texts.

Read complex passages with understanding.

Summarize written texts with ability to differentiate fact from opinion.

PO-BS Independent Study Skills

Recognize that the responsibility for learning and growth is their own.

Show purposeful and self-directed learning.

Create goals and take an active role in defining these goals.

Develop on-task endurance.

Develop study skills (note taking, flash cards) and time management ability.

PO-SSS Personal Development and Responsibility

Display habits of intellectual exploration, personal responsibility, and physical well being.

Develop individual responsibility, personal integrity, and respect for diverse people and cultures.

Value and accept people with different cultural and linguistic backgrounds and abilities.

Understand ethical issues to make sound judgments and decisions.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

None

18. Materials Fees:  Required Material?

**Material or Item**

**Cost Per Unit**

**Total Cost**

19. Provide Reasons for the Substantial Modifications or New Course:

Update course SLOs.

20. a. Cross-Listed Course (Enter Course Code): N/A  
 b. Replacement Course (Enter original Course Code): RDG-052

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000529571  
 b. T.O.P. Code [CB03]: 152000.00 - Reading  
 c. Credit Status [CB04]: C - Credit - Not Degree Applicable  
 d. Course Transfer Status [CB05]: C = Non-Transferable  
 e. Basic Skills Status [CB08]: 1B = Course is a basic skills course  
 f. Vocational Status [CB09]: Not Occupational  
 g. Course Classification [CB11]: Y - Credit Course  
 h. Special Class Status [CB13]: N - Not Special  
 i. Course CAN Code [CB14]: N/A  
 j. Course Prior to College Level [CB21]: A = 1 Level Below  
 k. Course Noncredit Category [CB22]: Y - Not Applicable  
 l. Funding Agency Category [CB23]: Y = Not Applicable  
 m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (if program-applicable): READING

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 70

Third Year: 210

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes  
 b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Gary Bergstrom Origination Date 04/18/17