

LS R017A: BASIC READING SKILLS FOR LEARNING DISABLED I

Originator

pcowan

College

Oxnard College

Discipline (CB01A)

LS - Learning Skills

Course Number (CB01B)

R017A

Course Title (CB02)

Basic Reading Skills for Learning Disabled I

Banner/Short Title

Basic Reading Skills I

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course is intended for students with learning disabilities or other reading difficulties. This course provides preparation and foundation oral and written language comprehension, reading fluency, dictionary skills, and textbook reading strategies. Course is offered Pass/No Pass (P/NP) at student's option. Course is not applicable for degree credit.

Taxonomy of Programs (TOP) Code (CB03)

1520.00 - Reading

Course Credit Status (CB04)

C (Credit - Not Degree Applicable)

Course Transfer Status (CB05) (select one only)

C (Not transferable)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

S - The Course is an Approved Special Class

Course Prior to Transfer Level (CB21)

C - Three levels below transfer

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

2 - Not Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Students will demonstrate comprehension by responding to comprehension questions |
| 2 | Students will utilize a dictionary to create a vocabulary list with definitions |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Analyze words for phonetic elements |
| 2 | Utilize strategies which enhance word attack and comprehension skills |
| 3 | Use strategies which enhance textbook reading skills |
| 4 | Demonstrate improvement in reading fluency as measured by pre/post tests |
| 5 | Decode written sentences and paragraphs at instructional level |
| 6 | Answer reading comprehension questions from newspaper and magazine articles with 90% accuracy |
| 7 | Compare and contrast reading assignments to personal life |
| 8 | Successfully summarize read material shown in class journal |
| 9 | Use dictionary to provide word definitions, pronunciation, spelling, and parts of speech |

Course Content

Lecture/Course Content

1. Phonetic Analysis
 - a. Consonant sounds and combinations
 - b. Vowel sounds and combinations
 - c. Syllable division
 - d. Decoding rules
2. Oral and Written Comprehension
 - a. Main ideas
 - b. Topic Sentence
 - c. Supporting Details

3. Vocabulary Building
 - a. Vocabulary in context
 - b. Synonyms
 - c. Antonyms
 - d. Building personal vocabulary
4. SQ3R Textbook Reading Strategies
 - a. Survey
 - b. Question
 - c. Read
 - d. Recite
 - e. Review
5. Dictionary Skills
 - a. Pronunciation
 - b. Definitions
 - c. Irregular spellings
 - d. Parts of Speech

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Journals
Objective exams
Quizzes
Skills demonstrations

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will facilitate class discussions about the various characters in the novel being read.
2. Group discussions will take place on topics such as "What do you consider to be the biggest conflict in the story at this point, and why?" or, "What struggles did the main character in the story face when he found out that the boy in the striped pajamas was really unable to leave? How did this change his thinking about the boy?"
3. Small groups of students will meet online to discuss the weekly chapter questions after having completed them independently.
4. Students will utilize the internet to research the setting of the novel to increase an understanding of events taking place in history at that time, and how this may have impacted the novel.
5. Instructor will pose interpretation and analysis questions for discussion to build a deeper understanding of the novel. Students will respond either orally or in writing.

- Instructor will break students into small groups to complete assignments and to prepare small presentations for their classmates. Topics for these presentations could be character analysis, or "If you had the opportunity to re-write the ending to this novel, what would be different, and why?"

Representative Course Assignments

Writing Assignments

- Keep chapter journal for all reading assignments with a page summary including vocabulary words and definitions of unknown words found while reading
- Create a character mind map

Critical Thinking Assignments

- Completion of Venn Diagrams to compare and contrast characters in the novels.
- Prediction of what will happen next in the novel, and explanation of clues and factors in the story that lead student to that prediction.

Reading Assignments

- Daily reading assignments from novels, magazines, newspapers, or textbooks.
- Weekly practice items from text relating to reading comprehension.

Outside Assignments

Representative Outside Assignments

- Daily reading assignments from novels, magazines, newspapers, or textbooks.
- Keep chapter journal for all reading assignments with a page summary including vocabulary words and definitions of unknown words found while reading
- Weekly practice items from text relating to reading comprehension.

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Boyne, J. (2006). *The Boy in the Striped Pajamas*. Oxford,U.K., Fickling Books.

Resource Type

Textbook

Description

Moss, W. (2005). *A Mango Shaped Space*. New York, NY, Little Brown and Company.

Resource Type

Textbook

Classic Textbook

No

Description

McCormick, P. (2006) "Sold", Los Angeles, CA, Hyperion.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Weekly discussion boards with questions such as "Compare and contrast the two boys in "The Boy in the Striped Pajamas" and describe how each boy faced emotional struggles. Students would then respond to a classmates post to initiate a class discussion and student to student interaction.
Synchronous Dialog (e.g., online chat)	Students will participate in online chat regarding the plot of the novel, and will express their predictions of the possible outcomes.
Other DE (e.g., recorded lectures)	Students will listen to recorded lectures pertinent to setting the background of the novel. For example, "The Boy in the Striped Pajamas" is set in World War II. Lectures to help foster a better understanding of what is being read. Also, lectures on the parts of a story; characters, setting, plot and conflict.
Other DE (e.g., recorded lectures)	Students will complete weekly journal assignments that pose thought-provoking questions about the reading, and where they summarize what they have read during the week. Students will submit vocabulary lists and definitions from vocabulary they did not understand as they read. They will look up the word, and then use it in a sentence that demonstrates their understanding. Students will submit written responses to questions from each of the chapters they read.

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Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Weekly discussion boards with questions such as "Compare and contrast the two boys in "The Boy in the Striped Pajamas" and describe how each boy faced emotional struggles. Students would then respond to a classmates post to initiate a class discussion and student to student interaction.
Synchronous Dialog (e.g., online chat)	Students will meet online to discuss the various components of the story. They will talk about the setting and build understanding. Students will meet in small groups online to discuss chapter questions from the novel, and to share their thoughts and opinions on what the conflict of the story is about.
Other DE (e.g., recorded lectures)	Students will listen to recorded lectures on various parts of the novel, including a lecture on the setting of the novel being read. Lectures will also included information on the various components of a story: characters, setting, plot and conflict.

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100% online Modality:

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Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

LEARNING DISABILITIES, DSPS

Review and Approval Dates

Department Chair

09/09/2020

Dean

09/10/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000584489

DOE/accreditation approval date

MM/DD/YYYY