

LS R017B: BASIC READING SKILLS FOR LEARNING DISABLED II

Originator

pcowan

College

Oxnard College

Discipline (CB01A)

LS - Learning Skills

Course Number (CB01B)

R017B

Course Title (CB02)

Basic Reading Skills for Learning Disabled II

Banner/Short Title

Basic Reading Skills II

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, textbook reading strategies. It is intended to help prepare students for College level courses. Course is offered Pass/No Pass (P/NP) at student's option. 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)

B - The Course is 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 utilize reading strategies to improve comprehension |
| 2 | Students will access resources to increase meaning of vocabulary and settings in context |
| 3 | Students will self-select reading materials that are at the correct ability level for independent reading |
| 4 | Students will respond to reading comprehension questions with increased accuracy |

Course Objectives

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

- | | |
|---|-----------------------------------------------------------------------------------------------------|
| 1 | Use strategies which enhance textbook reading skills |
| 2 | Answer reading comprehension questions from newspaper and magazine articles with 90% accuracy |
| 3 | Successfully summarize read material shown in class journal |
| 4 | Highlight main points in textbooks samples from college level courses |
| 5 | Successfully choose and read a book of choice from the school library at their personal grade level |
| 6 | Use Kurzweil as a learning tool for academic courses |

Course Content

Lecture/Course Content

1. Kurzweil training
2. Book selection at grade level and for research purposes
3. Oral and Written Comprehension
 - a. Main ideas
 - b. Topic Sentence
 - c. Supporting Details
4. Vocabulary Building

- a. Vocabulary in context
 - b. Synonyms
 - c. Antonyms
 - d. Building personal vocabulary
5. SQ3R Textbook Reading Strategy
- a. Survey
 - b. Question
 - c. Read
 - d. Recite
 - e. Review

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
Skill tests

Instructional Methodology

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

Class activities
Class discussions
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor will direct discussions on topics such as, "What do you think this character had in mind when he/she made this decision?", or "What context clues do you have to help you predict what may happen next?"
2. Instructor will provide instruction via lecture on topics such as: Using the dictionary to help derive meaning, writing questions you may have about the reading in the margin as a strategy to engage the content more actively, character analysis, setting and context of the novel.
3. Instructor will facilitate group discussions regarding the novel by posing thought provoking questions such as: "What were the choices that the main character had at this point in the story?" "Where do you think this character started down the wrong path? What evidence do you have to support that?" "Who do you think is the real hero of the story? Why?"
4. Instructor will facilitate group activities such as games that can be played in small groups as students review for tests. Questions will be provided, students will work together to answer them in their group, and then will play the game against the other groups.
5. Instructor will pose questions for students to answer in person, or on class discussion boards to involve all students in discussion. Questions such as, "What do you think was the motivation for this character's poor decision?" "How do you think this character's prior experiences played into his/her way of life?"
6. Instructor will present students with sample pages of textbooks, students will read the material and practice picking out the main points, and key facts using highlighters.
7. Instructor will demonstrate computer software (Assistive Technology) that is helpful to struggling readers and writers. Students will have access to this software in the LRC, and in our classroom. This software can help read the materials to students, enable students to highlight sections that are important, and many more helpful tools.

Representative Course Assignments

Writing Assignments

1. Keep a reading journal for all reading assignments; summary of each chapter read, including a running list of vocabulary words that are unknown and their definitions
2. Create a character mind map
3. Create a timeline that shows the chronological order of events in the novel being read
4. Create and update a running list of characters in the novel, providing details about the character, and his/her connections to others in the novel.
5. Respond to comprehension questions on each chapter of the book.

Critical Thinking Assignments

1. Compare and contrast 2 characters in the novel, 2 of the settings in the novel.
2. Have students write a letter to a character from the perspective of another character in the novel.

Reading Assignments

1. Daily reading assignments from novels, newspapers, or textbooks
2. Weekly practice items from text relating to reading comprehension
3. Reading for information assignments by which students will extrapolate information from written text

Skills Demonstrations

1. Student will demonstrate ability to find main points in textbook samples
2. Student will demonstrate ability to locate vocabulary words in a dictionary and find the appropriate meaning for the context
3. Student will self select an ability appropriate book for reading at home

Other assignments (if applicable)

1. Develop a Venn Diagram to compare and contrast two characters or events in a particular novel
2. Make a list of cause and effect situations in the novel being read.

Outside Assignments

Representative Outside Assignments

1. Daily reading assignments from novels, newspapers, or textbooks
2. Weekly practice items from text relating to reading comprehension
3. Reading for information assignments by which students will extrapolate information from written text
4. Keep a reading journal for all reading assignments; summary of each chapter read, including a running list of vocabulary words that are unknown and their definitions
5. Create a character mind map
6. Create a timeline that shows the chronological order of events in the novel being read
7. Create and update a running list of characters in the novel, providing details about the character, and his/her connections to others in the novel.
8. Respond to comprehension questions on each chapter of the book.

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Lowry, Lois (2014). *The Giver* (Rep MTI Edition). HMH Books.

Resource Type

Textbook

Classic Textbook

No

Description

De la Pena, M. (2009) *We Were Here*, Delacorte Press.

Resource Type

Textbook

Classic Textbook

No

Description

Gowda, Shilpi Somaya (2016) The Golden Son, William Morrow Paperbacks

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)	Discussion board whereby students will respond to one another on topics related to the novel being read. For example, "What clues do you have that the main character's future husband might not be a good match?"
Synchronous Dialog (e.g., online chat)	ConferZoom lectures live, or recorded for students. Examples could include lesson on finding the main points in a section of a novel, and/or a sample textbook.
Other DE (e.g., recorded lectures)	Instructor can record and make available on the platform short recorded lectures on character analysis, or a mini-lesson on the part of India where the story is taking place to help develop context.
E-mail	Instructor can email students and communicate with them as a group, and 1:1 via email.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board whereby students will respond to one another on topics related to the novel being read. For example, "What clues do you have that the main character's future husband might not be a good match?"

Synchronous Dialog (e.g., online chat)	ConferZoom lectures live, or recorded for students. Examples could include lesson on finding the main points in a section of a novel, and/or a sample textbook. Students can utilize breakout rooms to go over the chapter comprehension questions together.
Other DE (e.g., recorded lectures)	Instructor can record and make available on the platform short recorded lectures on character analysis, or a mini-lesson on the part of India where the story is taking place to help develop context.
E-mail	Instructor can communicate with students individually via email as well as sending group emails to the class
Video Conferencing	Instructor can meet with students 1:1 or in small groups to provide help, answer questions, or review instruction
Telephone	Instructor may call students to touch base, request regular participation, connect with students who are struggling or falling behind

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion board whereby students will respond to one another on topics related to the novel being read. For example, "What clues do you have that the main character's future husband might not be a good match?"
Synchronous Dialog (e.g., online chat)	ConferZoom lectures live, or recorded for students. Examples could include lesson on finding the main points in a section of a novel, and/or a sample textbook. Students can utilize breakout rooms to go over the chapter comprehension questions together.
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Telephone	Instructor may call students to touch base, request regular participation, connect with students who are struggling or falling behind
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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

09/14/2020

Dean

09/18/2020

Technical Review

10/28/2020

Curriculum Committee

10/28/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000582055

DOE/accreditation approval date

MM/DD/YYYY