COURSE DESCRIPTION:

Prerequisites: None
Corequisites: None

This course is designed to help those literacy skills achieve reading fluency in English at the beginning level. Emphasis is placed on basic academic and cultural vocabulary and reading strategies which include self-monitoring, and recognizing organizational styles and content clues. Upon completion, students should be able to use these strategies to read and comprehend basic academic, narrative, and expository texts. Course Hours Per Week: Class, 5. Semester Hours Credit, 5.

LEARNING OUTCOMES:

Upon completion of this course, students will be able to demonstrate the ability to read modified and some authentic materials in English. Students will demonstrate their reading comprehension by writing clear, well-developed summaries and responses and by speaking comprehensibly about the materials.

1) Students will demonstrate the use of pre-reading, reading, and post-reading strategies.
2) Students will demonstrate an understanding of technical and academic language.
3) Students will demonstrate and understanding of purpose and point of view.
4) Students will demonstrate an understanding of fact and opinion.
5) Students will recognize inference in texts.
6) Students will analyze and evaluate graphic materials in texts.

OUTLINE OF INSTRUCTION:

A Develop pre-reading strategies

1) Use a variety of previewing strategies to comprehend texts.
2) Activate prior knowledge using text markers (titles, headings, etc.), graphics and textual aids (objectives, questions, etc.).

B Develop reading strategies

1) Annotate, highlight, and underline texts to identify important vocabulary, main ideas, supporting details and examples, and other key pieces of information.
2) Use context clues, dictionaries, and/or online resources to better understand texts, expand personal vocabulary, distinguish between denotative and connotative meanings,
recognize slang and idiomatic expressions, and distinguish between synonyms and antonyms.

C Develop post-reading strategies

1) Identify stated main ideas and details in paragraph-length texts and student writings.
2) Recognize signal words that indicate patterns within texts and organizational patterns for text development.
3) Respond in writing to texts using text-to-self connections.
4) Respond orally to texts.

D Develop understanding and use of technical and academic vocabulary

1) Become familiar with the Academic Word List.
2) Use a variety of print and online resources to build vocabulary.
3) Recognize and understand differences between formal and informal language.

REQUIRED TEXTBOOKS:

Textbooks will be chosen by the instructor and listed on the syllabus.

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.