

## COURSE OUTLINE

### **English 190 Intermediate Academic Reading**

#### **I. Catalog Statement**

English 190 is a reading course designed for students who wish to improve their college reading comprehension skills. Various textbook study strategy methods are covered: memory improvement, vocabulary building through the study of prefixes, suffixes, roots, and the use of context clues. Basic grammar rules: sentence structures, punctuation, and capitalization are reviewed. The emphasis is on strengthening higher-level reading comprehension, as well as improving critical thinking while reading. Methods to improve literal comprehension are covered by way of reading strategies Survey-Question-Read-Recite-Review (SQ3R), and Know-Will Know-Learn(KWL), highlighting, note-taking, outlining, summarizing, differentiating between general and specific details, determining the topic and main ideas (stated and implied), and patterns of organization in short essays. Critical reading strategies include making inferences and recognizing fact vs. opinion, tone, and purpose.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

**Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

**Total Faculty Contact Hours: 48.0**

Prerequisite: Placement is based on a composite of test scores and academic background. ENGL 190 must be taken prior to or concurrently with ENGL 191.

#### **II. Course Entry Expectations**

Prior to enrolling in this course, the student should be able to:

- score at a sixth-grade reading level on a reading comprehension test;
- apply “word attack” skills to sixth-grade vocabulary: syllabication/phonics, word parts, and grammar;
- employ various strategies like character and plot analysis, levels of questioning for comprehension, application, and analysis of sixth-grade level fiction.
- demonstrate skills in highlighting, outlining, and summarizing simple paragraphs for topics, main ideas and major/minor supporting details.

### III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- apply “word attack” skills to ninth-grade vocabulary: word parts, context clues, and sentence structure;
- employ various strategies like note-taking, annotation, and high-level questioning for comprehension, application, analysis/critical thinking, and synthesis of ninth-grade fiction and non-fiction;
- demonstrate skills in highlighting, outlining, and summarizing shorter essays for thesis, differentiation of main ideas and major/minor details; recognize patterns of organization.

### IV. Course Content

**Total Faculty Contact Hours = 48.0 Hours**

Introduction, Orientation, and Testing (**3 hours**)

Unit requirements

Ways of obtaining additional help

Visits to the English Lab, Learning Center, or other campus computer labs

Diagnostic testing

Word Attack Skills, Memory Improvement, Vocabulary Building (**6 hours**)

Word attack

Prefixes

Suffixes

Roots

Context clues

Memory Improvement

Mnemonic devices

Vocabulary Building

Quizzes, drills, cloze passages

Basic Grammar Review (**3 hours**)

Grammar rules

Basic sentence structure

Punctuation

Capitalization

Reading Comprehension Methods and Strategies (**18 hours**)

Comprehension methods

Differentiating general and specific

Determining the topic in short essays

Determining main ideas in short essays

Determining patterns of organization

Comprehension Strategies

KWL

SQ3R

Highlighting

Outlining

Summarizing  
Critical Reading in Fiction and Non-fiction (**18 hours**)  
Critical reading methods  
Inference  
Fact vs. opinion  
Tone and purpose  
Critical reading strategies  
Note-taking/annotating  
Higher-level questioning

#### V. **Methods of Instruction**

The following methods of instruction may be used in the course:

- classroom lecture and discussion;
- collaborative learning;
- computer assisted instruction;
- online instruction.

#### VI. **Out of Class Assignments**

The following out of class assignments may be used in the course:

- highlighting activities, such as long paragraphs from short stories/ texts/novels;
- written outlines of long paragraphs;
- Summaries of long paragraphs.

#### VII. **Methods of Evaluation**

The following methods of evaluation may be used in the course:

- pre and post-diagnostic exams;
- tests in vocabulary, word attack skills, and basic comprehension.

#### VIII. **Textbook(s)**

Alexander, Roberta and Jan Jarrell. *A Community of Readers: A Thematic Approach to Reading*. 6<sup>th</sup> Edition. New York: Cengage, 2012.  
6th-9th Grade Textbook Reading Level. ISBN: 10-1111834571

Dole, Ivan and Leslie Taggart. *Connect: College Reading, with Aplia Course Code*. 2<sup>nd</sup> Edition. Stamford: Cengage, 2013.  
8th-10th Grade Textbook Reading. ISBN: 10-101133602673

McCraney, Leah. *An Introduction to Critical Reading*. 7<sup>th</sup> Edition, New York: Cengage, 2011.  
6<sup>th</sup>-10<sup>th</sup> Grade Textbook Reading, ISBN: 10-0495801798

McWhorter, Kathleen. *Guide to College Reading*. 9<sup>th</sup> Edition. Stamford: Cengage, 2013.  
6<sup>th</sup>-9<sup>th</sup> Grade Textbook Reading. ISBN: 10-100205170161.

**IX. Student Learning Outcomes**

Upon successful completion of the required coursework, the student will be able to:

- score at a ninth-grade level on a reading comprehension and vocabulary test;
- examine a short reading essay by highlighting, outlining, and summarizing a text to determine the thesis, main ideas, and major/minor details.