EASTERN ARIZONA COLLEGE
Reading Improvement I
Course Design
2017-2018

Course Information
Division: Communicative Arts
Course Number: ENG 090
Title: Reading Improvement I
Credits: 3
Developed by: Celinda Palmer
Lecture/Lab Ratio: 2 Lecture/3 Lab
Transfer Status: Non-transferable
Activity Course: No
CIP Code: 23.1301
Assessment Mode: Pre/Post Test (10 Questions/20 Points)
Semester Taught: Fall
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
Students requiring remediation in reading. For students with a reading level from primary grades through eighth.

Description
Emphasizes improvement in comprehension and related reading and thinking skills.

Supplies
None
Competencies and Performance Standards

1. Read for understanding.

Learning objectives
What you will learn as you master the competency:

a. Acquire information from a variety of print sources.

b. Recognize connections to prior reading and personal experiences.

c. Apply appropriate reading strategies to monitor comprehension.

d. Identify appropriate materials including, but not limited to, academic and vocational texts.

Performance Standards

Competence will be demonstrated:

- on individual or group reading inventories at 70%
- on reading tests

Criteria - Performance will be satisfactory when:

- learner acquires information from a variety of print sources
- learner recognizes connections to prior reading and personal experiences
- learner applies appropriate reading strategies to monitor comprehension
- learner identifies appropriate materials including, but not limited to, academic and vocational texts

2. Integrate critical and analytical reading strategies.

Learning objectives
What you will learn as you master the competency:

a. Identify significant facts and details in reading.

b. List information sequentially.

c. Identify main or central ideas of paragraph/article/essay/story.

d. Relate conclusions.

e. Summarize or paraphrase content of article.

f. Identify various organizational patterns such as time order, comparison and contrast, cause and effect, and listing.

g. Evaluate reading material for truth, accuracy, and value of what is read.

h. Distinguish between fact and opinion.

i. Discover author's purpose including description, narration, exposition, and persuasion.

Performance Standards

Competence will be demonstrated:

- on individual or group reading inventories at 70%
- on reading tests

Criteria - Performance will be satisfactory when:

- learner identifies significant facts and details
- learner lists information sequentially
- learner identifies main or central ideas of paragraph/article/essay/story
- learner relates conclusions
• learner summarizes or paraphrases content of article
• learner identifies various organizational patterns such as time order, comparison and contrast, cause and effect, and listing
• learner evaluates reading material for truth, accuracy, and value of what is read
• learner distinguishes between fact and opinion
• learner discovers author's purpose including description, narration, exposition, and persuasion

3. Apply reading strategies for literature.

Learning objectives
What you will learn as you master the competency:
• Read at instructional level textbook selections.
• Use library terminal to locate and check out library materials.

Performance Standards
Competence will be demonstrated:
• when learner participates in group discussions
• when learner achieves a 70%
Criteria - Performance will be satisfactory when:
• learner reads at instructional level textbook selections
• learner uses library terminal to locate and check out library materials

4. Infer meaning of new words encountered in texts or tests.

Learning objectives
What you will learn as you master the competency:
• Evaluate context clues.
• Analyze word structure.
• Select correct definition from a dictionary.

Performance Standards
Competence will be demonstrated:
• on reading assessments
• on individual or group reading inventories at 70%
• on vocabulary tests
Criteria - Performance will be satisfactory when:
• learner evaluates context clues
• learner analyzes word structure
• learner selects correct definition from a dictionary

Types of Instruction
Classroom Lecture and Discussion
On-Campus Laboratory
Grading Information

Grading Rationale
Tests over vocabulary, textbook, and in lab. Reading tests will be administered at placement (pretest) and final (post-test). In addition, levels of performance on standard and EAC approved reading tests to receive A, B, or C grades.

Grading Scale
A  90-100% on units and 8th grade reading proficiency
B  80-89% on units and 8th grade reading proficiency
C  70-79% on units and 8th grade reading proficiency
D  60% or above without attaining 8th grade reading proficiency
F  Below 60% with or without attaining 8th grade reading proficiency