



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	EDEV
Course Number:	35
Descriptive Title:	Academic Reading Foundations
Division:	Library and Learning Resources
Department:	Educational Development
Course Disciplines:	Special Education
Catalog Description:	<p>This foundational course supports students in strengthening their reading fluency, vocabulary development, and comprehension skills. Emphasizing the use of assistive technologies and effective reading strategies, the course helps students build academic vocabulary through context clues and improve comprehension by identifying both explicit and implicit main ideas and supporting details. Students will develop greater confidence in reading, understanding, and critically engaging with a variety of texts. While designed to support students with disabilities, the course is open to all learners seeking to enhance their academic reading skills.</p> <p>Note: Pass/no pass only. The course is designed for SRC students but open to all.</p>
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	1
Outside Study Hours:	6
Total Course Hours:	72
Course Units:	3
Grading Method:	Pass/No Pass only
Credit Status:	Credit, non degree applicable
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education:	ECC
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Word Recognition</p> <p>Students will exemplify a variety of word recognition strategies.</p> <p>SLO #2 Main Idea</p> <p>Students will describe various techniques to determine the author's main idea.</p> <p>SLO #3 Supporting Details</p> <p>Students will explain strategies to determine supporting details. Note: Students will describe and apply a "Study Smart Read to Learn" study technique (Objective) to an assigned text reading assignment. (Context) Utilizing a systematic reading strategy the student will mark significant vocabulary, significant details, and major concepts on a designated reading assignment. Then the student will develop study cards with a question and answer format. The developed "smart study cards" will be discussed in collaborative study groups. At the culmination of a twenty-minute collaborative group session the "study smart cards" will be submitted to the instructor for evaluation and feedback. (Traits)</p>
Course Objectives:	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Identify and analyze personal learning preferences and reading attitudes. 2. Apply active reading strategies to construct meaning from texts. 3. Apply contextual clues and strategies for vocabulary development. 4. Create a graphic organizer or an outline to visually structure information (main idea and supporting details). 5. Identify both explicit and implicit main ideas and supporting details using appropriate reading strategies. 6. Use digital tools and assistive technology to enhance reading comprehension and critical text analysis.
Major Topics:	<p>I. Course Overview Reading Lab (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Special Resource Center (SRC) services B. Tutoring and Learning Resources services C. Reading & Writing Studio services <p>II. My Reader Identity and Profile (3 hours, lecture)</p> <ol style="list-style-type: none"> A. Analyze personal perceptions, attitudes, and potential cultural (DEI) influences related to one's academic reading abilities and past schooling experiences. B. Reflect on how reading proficiency impacts access to academic language, educational advancement, employment prospects, and personal agency. C. Complete a learning preferences inventory to identify and understand preferred learning styles. D. Analyze current information processing strengths and weaknesses related to academic reading comprehension and learning. E. Develop short, measurable, and realistic goals for improving reading skills and learning.

- F. Recognize the role and value of reading for informational value in academic, professional, and personal contexts.

III. Active and Multi-Sensory Reading Strategies (3 hours, lecture)

- A. Implement the active reading process by applying distinct pre-reading, during-reading, and post-reading strategies.
- B. Employ multi-sensory reading and study strategy (visual, auditory, and kinesthetic).
- C. Create and use hand-drawn and/or digital graphic organizers and outlines.
- D. Create digital and/or written annotation strategies with readings.
- E. Identify textbook features (i.e., chapters, headings, boldfaced/italicized words, and visual aids) and utilize prior knowledge to construct an understanding of concepts.

IV. Leveraging Digital Tools and Assistive Technology (3 hours, lecture)

- A. Explore assistive technology: Text-to-Speech software (i.e. K3000 or Read & Write).
- B. Online dictionaries to build academic vocabulary for reading skills.
- C. Web-based platforms (i.e., Canva, Google Slides, etc.) to create graphic organizers and outlines.

V. Contextual Clues for Vocabulary Development (6 hours, lecture)

- A. Example clues
- B. Antonym clues
- C. Synonym clues
- D. General sense of the sentence or passage

VI. Identifying and Formulating Main Ideas (12 hours, lecture)

- A. Develop awareness of explicit (stated) and implicit (not stated) main ideas.
- B. Identify explicit and implicit main ideas in readings.
- C. Identify explicit main ideas by analyzing their location.
- D. Apply strategies to locate explicit main ideas, including identifying the topic, distinguishing general vs. specific sentences, and recognizing key organizational words (i.e., list words and addition words).
- E. Collaborative learning strategies in physical and online environments to check for understanding and co-construct main ideas.
- F. Independent practice to identify main ideas and self-monitoring comprehension.

VII. Analyzing and Structuring Supporting Details (12 hours, lecture)

- A. Apply strategies to identify supporting details for both explicit and implicit main ideas.
- B. Develop awareness and differentiate between major supporting details and minor supporting details.
- C. Utilize graphic organizers and outlines to visually structure hierarchy of a main idea, its major supporting details and its minor supporting details.
- D. Engage in collaborative learning reading strategies to confirm function and hierarchy of supporting details within a text.
- E. Independently practice extracting supporting details and self-monitor understanding of how they function to support the author's main point.

VIII. Drawing Logical Inferences (3 hours, lecture)

- A. Develop awareness in making inferences from reading materials.
- B. Apply key guidelines to make careful and logical inferences that are supported by evidence.
- C. Utilize a core strategy to draw conclusions by combining background information and experience with the available information (clues) in the text.
- D. Practice making inferences in various reading materials (i.e, visual aids, readings, passages, etc.).

IX. Organizational Patterns to Improve Reading Comprehension (3 hours, lecture)

	<ul style="list-style-type: none"> A. Definition and Example Pattern B. Compare and Contrast Pattern C. Cause and Effect Pattern <p>X. Formative and Cumulative Evaluation of Reading Progress (6 hours, lecture)</p> <ul style="list-style-type: none"> A. Classroom assessment techniques (CAT's) B. Reading Project <p>XI. Reading Lab (18 hours, lab)</p> <ul style="list-style-type: none"> A. Lab assignments (Independently, Paired, and/or Groups) B. In-person or Online Paired or Group "Comprehension" Checks C. Practice digital and/or written annotation features, identification of main ideas, supporting details and reading strategies on articles, textbook chapters, passages, etc. D. Maintain and update project/portfolio to self-monitor and document progress.
Total Lecture Hours:	54
Total Laboratory Hours:	18
Total Hours:	72
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	
Typical Assignment Using Primary Method of Evaluation:	Students read a multi-paragraph passage and use a digital tool like Canva or a Google Slide template to create a mind map or outline. The goal is to visually and correctly differentiate the text's hierarchy, placing the overall main idea (explicit or implied) at the top, followed by the appropriate major and minor supporting details. Students will describe the strategies they used to determine each concept. This is graded for accuracy using a rubric or answer key.
Critical Thinking Assignment 1:	Students will complete a reading attitude survey and a learning preferences inventory. Based on these results, students will write a 1-page reflection that identifies their personal strengths and weaknesses as a reader and establish 2-3 measurable S.M.A.R.T. goals for the semester. This is primarily evaluated using a rubric that assesses the clarity of the self-analysis and the quality of the goals.
Critical Thinking Assignment 2:	After learning about organizational patterns, students will select a current event or social trend to research online. Students will identify the primary causes and significant effects of this topic. Using a digital tool like Canva or Google Slides, they must create a Cause and Effect graphic organizer that visually organizes and distinguishes between at least two causes and two effects. Along with this graphic organizer, students will submit a half-page summary that explains the relationships they discovered.
Other Evaluation Methods:	In-class and online class performance, designated weekly assignments and tasks, laboratory assignments and tasks, true/false, matching items, multiple choice, open-ended questions, quizzes and exams, presentations, reading reports, written homework assignments, completion, group assignments and tasks, projects.
Instructional Methods:	In-person and online demonstration, pre-recorded videos, Canvas (LMS), verbal/written discussions, group activities and assignments, lab, lecture, multimedia presentations.
If other:	Use of assistive and general technology and online platforms (and Canvas - LMS) to reinforce course concepts and support learning.

Work Outside of Class:	Assigned group work and tasks (in-person and/or online), answering questions, required readings and videos on Canvas (LMS platform), reviewing Canvas course site throughout the week/semester, skills practice activities, assignments, and tasks; study
If Other:	Assistive and general technology and online platforms (and Canvas - LMS) used for instruction.
Up-To-Date Representative Texts:	Langan, John, Ten Steps to Building College Reading Skills, 6th Edition, Townsend Press, 2016. Discipline Standard.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	Students are recommended to take EDEV 36 to increase students' ability to succeed in this course.
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	

Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Fasteau/Hoanzl
Date:	11/14/1994
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Julia Land
Date:	02/01/2019