

**Department:**

Reading

**Course Description:**

This individualized pass/fail course is designed as a continuation of Reading Skills I to help improve critical thinking, enlarge vocabulary, improve reading skills, and increase reading speed.

**Course Competencies:**

Upon completion of the course, the student should be able to:

1. Use several techniques for effectively reading and comprehending textbooks and current events periodicals.
2. Vary reading speed and method according to the type of material and the purpose for reading.
3. Define unfamiliar words by decoding, using context clues, structural analysis, phonics, and a dictionary.
4. Identify and explain the main and subordinate ideas in a written work.
5. Identify stated and inferred sequences within selected contents.
6. Correctly answer relationship questions such as cause and effect, fact and opinion, and time and space.
7. Use the features of books and other reference materials, such as table of contents, preface, introduction, and bibliography, to accomplish specific tasks.
8. Recognize different purposes and methods of writing, identifying a writer's point of view and position as well as interpreting a writer's meaning inferentially as well as literally.
9. Separate personal opinions and assumptions from the writer's opinions and assumptions.
10. Evaluate reading passages and author's purpose.

**Course Content:**

- A. Vocabulary in Context
- B. Main Ideas
- C. Identifying Supporting Details
- D. Implied Main Ideas
- E. Relationships I
  1. Transition of ideas
  2. Patterns of organization
- F. Relationships II
  1. Illustration
  2. Comparison
  3. Contrast
  4. Cause and effect

- G. Inferences
- H. Understanding the Author’s Purpose and Tone
- I. Argument
- J. Critical Reading

### Learning Assessments:

Course competencies will be assessed by the use of the Nelson-Denny Reading Test to determine reading grade level, regular assignments and quizzes, and mastery tests.

### Instructional Materials:

Ten Steps to Improving College Reading Skills, Langan, 5th Ed., Townsend Press, 2011.  
ISBN 13: 978-1591942436

#### **Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” at this link:  
<https://highlandcc.edu/pages/disability-services>.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.