

Las Positas College
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Course Outline for LRNS 117

LEARNING SKILLS - READING

Effective: Spring 2019

I. CATALOG DESCRIPTION:

LRNS 117 — LEARNING SKILLS - READING — 3.00 units

Prepares students with learning related disabilities for college level reading assignments. The focus will be on learning compensatory strategies in reading comprehension, becoming an active reader and building vocabulary. Overall goal is to enhance critical reading strategies for college courses. In addition, guided practice in specific learning and study strategies will be provided as they relate to success in content courses. Students will learn the theory of how memory works and how to apply it to their own memory.

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

- Learning Disabilities: Specialist

	<u>MIN</u>
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

1. Utilize context clues, word roots, prefixes/suffixes, and other strategies to decode new words
2. Demonstrate knowledge of new vocabulary attained through reading, workbooks and dictionary work
3. Identify main ideas and supporting details within textual reading passages
4. Analyze relationships, themes, cause-effect, make inferences and generalizations
5. Explain how to read more actively for deeper meaning and retention of ideas utilizing a specific reading or memory strategy
6. Discuss how at least one new strategy for student success was used in a content course

V. CONTENT:

- A. Specific study skills needed for students with learning disabilities
 1. becoming an active reader
 2. preparing for study success
 - a. activating your schema
 - b. setting up your best work environment
- B. Identifying reading learning styles and memory issues
- C. Dictionary use and vocabulary resources and tools
- D. Using context clues and word parts to decode new vocabulary
- E. Effective note-taking
- F. Understanding meaning at the sentence and paragraph levels
 1. main ideas vs supporting details
 2. identifying subject and verb
 3. paraphrasing
 4. using transition (signal words)
- G. Specific content reading strategies: SQ3R, graphic organizers
- H. Idea relationships, inferences, generalizations
 1. Test taking strategies, minimizing anxiety and mind blocks
- J. Relationship of memory and learning
- K. Assistive technology

VI. METHODS OF INSTRUCTION:

- A. Hands-on practice of specific strategies
- B. In-class participating and discussion
- C. In-class drilling and repetition
- D. Demonstration of assistive computer software programs: 1) Text to speech software 2) Inspiration software
- E. Small group work
- F. PowerPoint

- G. Read text and other supplemental sources (e.g., Internet sites, Jamestown reading series)
- H. **Lecture** -

VII. TYPICAL ASSIGNMENTS:

- A. Complete (fill in the blanks) a root work-prefix-suffix word analysis chart
- B. Read a passage and choose (multiple-choice) the statement that best represents the main idea of the passage
- C. Identify which organizational pattern the author is using in a short content area passage
 - 1. Indicate any transition words that assist you

VIII. EVALUATION:

Methods/Frequency

- A. Other
 - 1. Quizzes and final examination
 - 2. Self-paced reading assignments
 - 3. Practice assignments from the text
 - 4. One individual presentation on a literary piece using preferred expressive modality (universal design project)
 - 5. Class attendance and participation

IX. TYPICAL TEXTS:

- 1. McWharter, K. (2012). *Essential Reading Skills* (4th ed.). Upper Saddle River, NJ: Pearson.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Personal planner