

Learning Skills 1A - Beginning Reading Section 0350  
Dr. Millie Drake - [drakemm@lattc.edu](mailto:drakemm@lattc.edu)

Days/Times: Mondays and Wednesdays 8:35 – 10:00 A.M. and TBA, Lab  
Location: Lecture/Practice in L-266 MW and Lab, C-102 TBA

Course Description:

Students will progress from reading paragraphs to short selections and apply a variety of strategies to develop and improve inferential skills to increase comprehension of beginning reading materials including informational and expository text. Students will also gain understanding of word origins and relationships to determine the meaning of vocabulary and to increase critical thinking skills. Study skills strategies and critical thinking skills are also introduced.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to perform the following tasks related to beginning-level reading material:

1. Improve study skills and reading strategies.
2. Discern main ideas and concepts presented in texts.
3. Identify and assess supporting evidence.
4. Understand and explain frequently used synonyms, antonyms, and homographs.
5. Use word origins to determine the meaning of unknown words.
6. Summarize reading selections.
7. Compare and contrast the features and elements of reading materials.
8. Understand and explain the use of mechanical devices by following written directions.
9. Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases.
10. Analyze the structure and format of functional workplace documents, including graphics and headers.
11. Apply knowledge of word origins to determine the meaning of new words encountered in specialized reading materials and use those words accurately.
12. Draw inferences, conclusions, and/or generalizations about text.

Useful Texts:

- Blanchard and Root, Get Ready to Read, Longman Exploring English
- Rozakis, Spelling Essentials for the Pre-GED Student, Thomson /Arco
- Bilingual dictionary, if English is not a student's first language

Required:

- Reader and Workbook: Contemporary's Reading Basics, Introductory, McGraw-Hill/Contemporary, Chicago, 2001
- An English dictionary; Pen; Pencil with eraser; 8 ½" x 11" loose-leaf notebook paper; Loose-leaf binder
- Time; attention; curiosity; imagination...
- Reading glasses, if needed

Content

The class has two essential parts. Class time will offer theory through lecture and discussion, and some practice. In the lab sessions, students will make use of computers to practice word recognition and to practice identifying word purpose or function. Handouts, books, other materials will be used for reading practice.

Everyone will examine patterns of written letters and how they represent sounds.

**NOTE: STUDENTS WITH DISABILITIES WHO NEED ANY ASSISTANCE OR ACCOMMODATIONS SHOULD CONTACT THE INSTRUCTOR.**

Class discussion will include ideas and concepts about language and adult business English as well as topics encountered in most English classes, such as parts of speech and “proper” verb forms. Printing and handwriting will be practiced if these skills need to be strengthened, because writing can help the student recognize patterns and relate letters to sounds.

Practice will include:

- Vocabulary words; meaning from parts of words; meaning from types of words
- Recalling information
- Using graphic information
- Constructing meaning
- Extending meaning

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The syllabus for Section 0350 has been received and read by me.

Print name, please: \_\_\_\_\_ Student # \_\_\_\_\_

Signature: \_\_\_\_\_ Date of birth: \_\_\_\_\_

First day of attendance: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Telephone(s): \_\_\_\_\_

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