



## SYLLABUS FOR LEARNING SKILLS 1B - SECTION 0354

Reading - Intermediate (1 Unit CR/NCR; Repeatable 3 Times)  
Fall 2008: September 15, 2008-December 21, 2008 (14 Weeks)  
Instructor: Dr. Ayesha Randall

### Course Information:

Laboratory ("Lab")

Days: Tuesday and Thursday  
Time Required for Lab: 10:10 a.m.-11:35 a.m. and 1 hour TBA\* each week  
Room Number: C-102  
Notes: One (1) hour per week in the Instructional Resources Lab (IRL) is strongly encouraged. The IRL is located in C-106.

\*TBA means "To Be Announced" or "To Be Arranged." This is a commonly-used abbreviation often used when a lab time is required, but the time can be arranged based on the student's schedule. Therefore, the time and days of each class will be different for each student. The student will meet with an instructor and choose days that are convenient to his or her schedule. TBA may also be used to indicate that a room or other information is not available at the time of scheduling. Check with an instructor or counselor for more current information.

### Instructor's Information:

Instructor: Dr. Ayesha Randall  
Telephone Number: (213) 763-3738  
E-mail: randalla@lattc.edu  
Office Hours: Tuesday 1:15 p.m.-5:40 p.m.

### 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 intermediate-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.

### **Textbooks Required for the Course:**

The textbook required for the course is *Contemporary's Reading Basics – Intermediate 1 Reader and Workbook* (2 brown books). If you are not able to buy a book, you may check out a book from the IRL in C-106.

### **Supplies Recommended:**

Having the appropriate school supplies helps to prepare and motivate you for a productive school year. Scratch paper and pencils are available in the Learning Skills Lab.

1. Yellow highlighter (for emphasizing important rules, notes, and/or information during reading)
2. Notebook paper (Scratch paper is available in the Learning Skills Lab)
3. Pencils and colored ink pens (in addition to blue and/or black, for correcting your work)
4. One flash/thumb drive to save your work for upload to an e-portfolio
5. A three-ring binder and dividers or a folder with two inside pockets
6. Earphones (you may borrow them from the Learning Skills Lab, but it is best to purchase your own)
7. Standard English Dictionary (there are loaner dictionaries in the Learning Skills Lab, but it is best to purchase your own)

### **Class Format:**

This is a *laboratory* (also known as the “lab”) class, where useful learning and demonstration take place. A lab class is hands-on and practical. During the lab class, students will be provided with individual tasks designed for practice and mastery of concepts and strategies. The lab assignments may include work from computer-assisted instruction (also known as CAI), books, tapes, and/or workbooks that may cover a variety of skills and levels. Additional lab assignment may be completed on campus (Learning Skills Computer Lab or Instructional Resources Lab (IRL), online, or off-campus). If the lab does not automatically provide a report of hours, students must manually log the hours they complete. When this is applicable, the instructor will give further details.

This class is offered in an open entry, open exit (OE/OE), self-paced format. This is an alternative course designed for students who can master course material without traditional classroom instruction or who may benefit individualized instruction. There are no traditional lectures, or in some cases regularly scheduled classes, so students may complete the course at their own pace—in several weeks, a month, or a semester. These flexible courses are designed to help students become more disciplined and motivated and allow great control over their learning schedules.

Everyone learns at a different rate. What takes one person only an hour to learn may take another up to six hours. Students with a clear grasp of a concept can move quickly through the learning activities. However, if they need more instruction, they may choose to answer additional questions, repeat activities, and/or consult with their instructor.

Students can register later or earlier than the official registration period and, in consultation with the instructor, choose an entry and exit date. Although there are no specific meeting times for this type of course, students must meet with the instructor at least once a week. This schedule will be mutually agreed upon by the student and instructor. Instructors' hours will be posted in the lab. These classes are not distance learning or campus-free—students are required to spend time working in the Computer Lab and in the Instructional Resources Lab.



## Course Assignments:

You must satisfy the following assignments:

1. Meet with instructor to review Student Contract and Individualized Learning Plan (ILP) Daily Schedule. Read, complete, and sign Student Contract Agreement and ILP Daily Schedule.
2. Before starting your coursework, take the informal reading pretest\* and submit the results to the instructor. Score: \_\_\_\_\_ Initials of Instructor: \_\_\_\_\_
3. Complete \_\_\_\_\_ hours or 100% of the modules of the assignments of your CAI coursework. If you complete 100% of the modules of the assignments, you will satisfy your time commitment.
4. Meet with instructor at least once a week throughout the duration of your class (see below).
5. Finish supplemental assignments and satisfy required lab hours. Your instructor may assign you additional work from the Learning Skills lab, IRL, and/or online. Complete at least 25 hours.
6. Increase your reading, writing, or math level by at least one (1) level to be determined by informal pre- and post-tests.
7. Have a completed portfolio (contained in your folder at the front desk) which includes the following:
  - a. Progress report from each week
  - b. Weekly Contact Sheet with instructor's initials and date for each week, up to student's completion date
  - c. CAI worksheet assignments completed and signed off by an instructor
  - d. Syllabus with assignments checked off and dates of meetings filled in by instructor
8. After completing your coursework, take the informal reading posttest\* and submit the results to the instructor. Score: \_\_\_\_\_ Initials of Instructor: \_\_\_\_\_

## Financial Aid Assistance:

Because of the current construction projects, the location of these offices may have changed. Please make sure you call first to confirm the correct location before making the visit.

- *Financial Aid Department:* Please call (213) 763-7082 or visit A-130 to speak to an advisor who will determine whether you are eligible for financial support for school.
- *EOPS:* This is a state-funded program designed to recruit and retain educationally and economically disadvantaged students. You may be eligible for a book grant, individualized counseling, priority registration, personal development classes, student success workshops, and tutoring. Call (213) 763-7097 or trailer "Q" for more information
- *CARE Program:* This program provides additional services to students who are single parents or head of household and receiving public assistance (TANF, formerly AFDC). Students who qualify for the CARE program are eligible to receive financial assistance and services in addition to those available under EOPS. Call (213) 763-7117 or trailer "Q" for more information
- *Gain/CalWORKs:* This job-training program provides welfare-to-work services to students who receive TANF. Please call or visit for more information. Call (213) 763-7109 or visit A-134 for more information.

## Support Services:

Because of the current construction projects, the location of these offices may have changed. Please make sure you call first to confirm the correct location before making the visit.

- *Career Center:* (213) 763-7097
- *Disabled Students Programs and Services:* (213) 763-3773 TDD: (213) 763-5375
- *Employment Center:* (213) 763-7124
- *Instructional Resources & Reading Lab (IRL):* (213) 763-3738
- *International Student Center:* (213) 763-5345, Fax: (213) 763-5991, Email: [intstud@lattc.edu](mailto:intstud@lattc.edu)

- *Library:* (213) 763-3950 - Circulation Desk; (213) 763-3958 - Reference Desk
- *Open Computer Lab:* C-109; Mon-Thu 8:00 am-8:00 pm, Fri 8:00 am-4:00 pm, Sat 9:00 am-1:00 pm
- *Student Health Center:* (213) 763-3764
- *Veterans Affairs:* (213) 763-5305

### Americans with Disabilities Act:

Students with disabilities who need any assistance or accommodations should contact the instructor within the first two weeks of class. If you believe that you may need accommodations in this class, you are encouraged to contact Disabled Student Services at (213) 763-3773 or go to E-110 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

### Weekly Schedule of Topics:

The topics covered, calendar, and grading are subject to change to meet the needs of students in the course. Announcements will be made in class and students will be advised of changes as they occur. Students are responsible for adjusting their calendar.

1. Read your workbook and take notes. Also, use your highlighter to emphasize important rules, notes, or information.
2. Complete each four-page lesson one at a time. Ask the instructor for help with any problems you have.
3. With a red pen, use the Answer Key in the back to correct your answers after each exercise.
4. At the top of the page, with your red pen, write your score as a fraction (number correct over total number), then divide the denominator into the numerator to get the percentage. Circle your percentage. Grades are as follows: A = 100%-90%, B = 89%-80%, C = 79%-70%, D = 69%-60%, F = 59% and under.
5. When you meet with your instructor, bring your PLATO printout and have your bookwork corrected. You may use the boxes below to check off items as you complete them. Your instructor will check off, initial and date the Lab Assignment Procedures form.

- Week 1:      Date if applicable  
 Topic — Introduction to the Class
- Computer Lab orientation and introduction to computer basics and CAI software
  - Overview of class and syllabus (Instructor will go through and fill in the dates for weekly meetings, assign CAI assignments, and supplemental instruction)
  - Daily schedule for class work and study time
  - Learning Assessments and Discussion:
    - Learning styles: For understanding how you learn best
      - <http://www.metamath.com/lswb/dvclearn.htm>
      - <http://muskingum.edu/~cal/database/general/modquest.html>
      - <http://www.surfaquarium.com/MI/inventory.htm>
    - Managing Time: For assessing the way you spend your time
      - <http://www.studytips.admsrv.ohio.edu/studytips/?Function=TimeMgt&Type=168hour>
    - Active reading checklist: For improving reading understanding
      - <http://auth.mhhe.com/socscience/english/qe/qe76aa.php?qi=1858>
    - Study Skills:
      - <http://www.ucc.vt.edu/stdysk/checklis.html>
    - Personality Type: For cooperative learning and group activities
      - <http://www.keirsey.com/sorter/register.aspx>
  - Goal Setting and Discussion: <http://muskingum.edu/~cal/database/general/monitoring3.html> (Instructor will work with student to set up an Individual Learning Plan)
  - Reading tests (see page 4 of this syllabus)
  - Introduction to reading, writing, and study strategies (to be used throughout the semester)

- Week 2: Reading Assessments
- Informal Reading Pretest (Go to Tutoring Center aka "Blue Room") – Score:
  - Introduction and Pretest, Pages 5-16 – Score:
  - Review and interpretation of results from all assessments
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 3-5: Unit 1: Words in Context, Pages 19-56
- Recognizing and Using Synonyms & Antonyms
  - Recognizing Context Clues
  - Spelling Words
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 7-9: Unit 2: Recalling Information, Pages 57-86
- Identifying and Recognizing Details and Sequence
  - Stated Concepts
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 10-12: Unit 3: Graphic Information, Pages 87-124
- Using Graphs and Reading Maps
  - Using the Dictionary, Indexes, and Reference Sources
  - Forms, Consumer Materials
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 13-15: Constructing Meaning, Pages 125-182
- Recognizing Character Traits
  - Identifying and Finding Main Ideas
  - Comparing and Contrasting; Drawing Conclusions
  - Recognizing and Understanding Cause and Effect
  - Summarizing and Paraphrasing
  - Using Supporting Evidence
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 16: Extending Meaning, Pages 183-236
- Predicting Outcomes
  - Identifying Fact and Opinion
  - Recognizing Author's Purpose and Point of View
  - Making Generalizations
  - Identifying Style Techniques, Genre
  - Applying Passage Elements
  - Review and Assessment Scores:
  - Assignment Due:
  - Meetings with Instructor (Dates: \_\_\_\_\_)
- Week 17: Final Review of Material and Consultation with Instructor
- Final Exams (Informal Reading Posttest, textbook assessment, etc.)
    - Skills Inventory Posttest, Page 237 - Score:
    - Informal Reading Posttest - Score
  - Meeting with Instructor

- • Instructor and student will review and assess progress made towards the course's Student Learning Outcome and benchmarks
- • Instructor and student will review ePortfolio (if applicable) or completed work within student's folder (on file at the front desk area)
- • Instructor may send student to a counselor and/or work with the student to select next series of courses for the next term (most Learning Skills courses may be repeated up to 3 times)
- • If appropriate, student will sign up for Learning Skills classes and work with instructor to create goals and a schedule for the next term

## Topics Covered in CAI Courseware:

The specific number of hours spent for each lesson varies among students. Some students work at a faster pace, while others work at a slower one. The time it takes to finish depends on the individual. As you complete lessons in PLATO, complete your supplemental coursework listed in the next section of this syllabus, in addition to any other work assigned to you by your instructor.

When you meet with your instructor, bring a print out of your PLATO progress report.

### Intermediate Reading Strategies

1. **Enriching Your Vocabulary**
  - a. Using Context Clues to Find Word Meanings
  - b. Using Prefix Clues to Find Word Meanings
  - c. Using the Dictionary to Find Word Meanings
2. **Using Prior Knowledge When You Read**
  - a. Using Prior Knowledge to Read Literature
  - b. Using Prior Knowledge to Read Expository Text
  - c. Using Prior Knowledge to Read More Expository Text
3. **Discovering Facts and Opinions**
  - a. Discovering Facts and Opinions
  - b. Discovering More Facts and Opinions
4. **Using a Question/Answer Strategy**
  - a. Using a Question/Answer Strategy with Literature
  - b. Using a Question/Answer Strategy with Expository Text
  - c. Using a Question/Answer Strategy with More Expository Text
5. **Making Inferences**
  - a. Making Inferences about Literature
  - b. Making Inferences about Expository Text
  - c. Making Inferences about More Expository Text
6. **Locating What's Important**
  - a. Locating What's Important in Literature
  - b. Locating What's Important in Expository Text

### Reading for Information with Assessments

#### 1. **Reading Short Messages with Assessment**

- a. You Have a Message
- b. Getting the Details
- c. What Should I Do?
- d. How To Read a Message

### Reading Business Letters with Course Assessment

#### 1. **Reading Business Letters with Assessment**

- a. What's in a Business Letter?
- b. Why You Received This Letter
- c. Digging for Details
- d. Taking Action (Reading for Information)
- e. Which Meaning?
- f. A Strategy for Reading Business Letters

### Reading Reference and Technical Material with Course Assessment

#### 1. **Reading Reference and Technical Material with Assessment**

- a. Using a Table of Contents
- b. Using Alphabetical Order To Find Words
- c. Using a Glossary
- d. Using an Index
- e. Which Reference Do You Need?
- f. Finding What You Need in a Book
- g. Locating the Details
- h. Using Two or More References
- i. Reading Symbols
- j. Using a Key or Legend
- k. A Strategy for Reading Reference Material

### Reading Directions with Course Assessment

#### 1. **Reading Directions with Assessment**

- a. Types of Sequences

- c. Locating What's Important in More Expository Text
- 7. Summarizing What's Important**
  - a. Summarizing What's Important in Literature
  - b. Summarizing What's Important in Expository Text
  - c. Summarizing What's Important in More Expository Text
- 8. Using Graphics to Help You Understand**
  - a. Using Graphics to Help You Understand Expository Text
  - b. Using Graphics to Help You Understand More Expository Text
- 9. Visualizing When You Read**
  - a. Visualizing When You Read Literature
  - b. Visualizing When You Read Expository Text
- 10. Monitoring Your Comprehension**
  - a. Monitoring Your Comprehension of Literature
  - b. Monitoring Your Comprehension of Expository Text
  - c. Monitoring Your Comprehension of More Expository Text

- b. Following Steps in a Sequence
- c. Using If-Then-Else Statements
- d. Using Directions with Maps and Floor Plans
- e. Using Directions with Diagrams
- f. Cause and Effect in Reading Directions
- g. More Than One Cause or Effect
- h. A Strategy for Reading Directions

Reading Forms with Course Assessment

**1. Reading Forms with Assessment**

- a. Finding the Right Form
- b. Reading Basic Forms
- c. Reading Complex Forms
- d. Following Directions on Forms
- e. Using Two or More Forms
- f. A Strategy for Reading Forms

Reading Reports with Course Assessment

**1. Reading Reports with Assessment**

- a. Introduction to Reports
- b. Cause and Effect in Reports
- c. Similarities and Differences in Reports
- d. Planning Your Approach to Reports
- e. Reading Reports That Make Claims
- f. Paraphrasing
- g. Summarizing a Report
- h. A Strategy for Reading Reports



## LEARNING SKILLS LAB DAILY SCHEDULE

### Learning Skills Computer Lab Hours:

Fall & Spring: Monday-Thursday 8:00 a.m.-8:00 p.m., Friday 8:00 a.m.-2:00 p.m., Saturday 9:00 a.m.-1:30 p.m.  
 Winter & Summer: Monday – Thursday 8:00 a.m.-4 p.m., Friday 8:00 a.m.-2 p.m.

### Directions:

Write the following abbreviations in the block of time that you will dedicate to each component of your Learning Skills class. You may also use this schedule to manage your other classes, travel and study time.

- "LS Lab" and the section number for the Computer Lab component of your class.
- "IRL" and the section number for the time you will spend in the Instructional Resources Lab.
- "I" in the block of time that you will meet with each instructor. You must meet with each of your instructors at least once a week (you can always meet with them more, but at least once a week).
- After you and your instructor sign this schedule, a student worker will make a copy for you. The original will go in your folder.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 a.m. to 9 a.m.						
9 a.m. to 10 a.m.						
10 a.m. to 11 a.m.						
11a.m. to 12 p.m.						
12 p.m. to 1 p.m.						
1 p.m. to 2 p.m.						
2 p.m. to 3 p.m.						
3 p.m. to 4 p.m.						
4 p.m. to 5 p.m.						
5 p.m. to 6 p.m.						
6 p.m. to 7 p.m.						
7 p.m. to 8 p.m.						

### Your Commitment:

I make a commitment to come to class and spend time working on my assignments in the Learning Skills Lab, Instructional Resources Lab (IRL), and/or online. I will also meet with my instructor(s) and turn in a progress report (if applicable) on a weekly basis. I have completed the schedule above to demonstrate my dedication to completing all of the requirements, including attendance, to pass this course.

Signed by (Your Name)	Date	Course Section Numbers:
		_____
		_____
Witnessed by (Instructor's Name)	Date	_____
		_____

## LEARNING SKILLS CONTACT LIST

### Peer Contact List:

It is strongly recommended that students get the phone numbers of two other students in the class in case of absences. For this class, you should get a "study buddy." Find someone in the class who cares as much about doing well in the class as you do. Make a habit of getting together to do your homework, or talking about the homework on the phone. School can be so much more interesting when you have a friend with whom you can work together. When you are absent, call your study buddy to find out what you missed. Keep this top portion for your own records.

**Study Buddy #1:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Study Buddy #2:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

**Study Buddy #3:** \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Phone Number: \_\_\_\_\_

E-mail: \_\_\_\_\_

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### Student's Contact Information:

Sometimes your contact information changes and is different from what is on record in the Registrar's office. In order to have your most updated information, fill out the form below, cut along the dotted lines and return to your instructor by the end of the first week of classes.

Your Name: \_\_\_\_\_

Course Name & Section Number: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_