

Skyline College

Official Course Outline

Date: April 2008

1. TITLE

READING 425: SPEED READING

1.5 units. Three lecture hours per week for 8 weeks

Prerequisite: Completion of READ 836 with Credit or a Grade of C or better, or ENGL 846 with a grade of C or better, or equivalent; or eligibility for 400-level reading courses on college reading placement test and other measures as necessary.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description:

Designed to increase reading rate and comprehension of college level material through instruction, practice, and application. Emphasis on learning rapid reading techniques, improving comprehension, and gaining flexibility of reading speed to suit purpose of reading across all content areas. Students will apply speed reading technique to a variety of genres and styles of writing. May be repeated for credit a maximum of three times. Transfer credit: CSU.

B. Schedule of Classes Description:

Designed to increase reading speed, efficiency and comprehension of college level material through instruction, practice, and application.

4. COURSE JUSTIFICATION:

This reading course transfers to CSU and is designed for students reading at the college level who want to improve their reading rate, vocabulary, and comprehension.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completing this course, students will be able to:

- Reading Rate: Identify an appropriate reading rate based on the purpose and nature of reading materials.
- Critical Comprehension: Improve comprehension as reading rate increases.
- Application of Skills: Employ a variety of speed reading techniques to texts of increasing difficulty and variety.
- Metacognition: Perceive themselves as skillful and efficient college level readers and thinkers.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon completing this course, students will be able to implement:

- Eye training drills

- Previewing techniques
- Rate adjustment techniques for reading for different purposes and difficulty
- Techniques for recognizing organizational patterns of text
- Vocabulary development skills
- Skimming and scanning techniques and practices
- Evaluation, interpretation and analysis of transfer-level texts
- Discussions of a wide variety of materials
- Memory and note-taking improvement

7. COURSE CONTENT:

- A. Speed-reading techniques: hand/eye sweep, phrase/cluster reading (chunking).
- B. Review reading strategies to improve comprehension: preview, annotation, note-taking.
- C. Memory and note-taking improvement exercises.
- D. Speed reading using a variety of techniques appropriate for different texts, which increase in difficulty.
- E. Vocabulary development including methods of using context clues for comprehension, (prefix and suffix) work on word parts (prefixes, roots), among others.

8. REPRESENTATIVE METHODS OF INSTRUCTION:

- A. Methods of instruction typically used are lecture, lecture and discussion, small group discussion, individual exercises, media use, textbook use, computer use, library research, and individual student conferences with the instructor.
- B. Reading and writing assignments are given during class meetings but are expected to be done outside of class. Readings must include at least one book. Students will respond to the assignments in a variety of ways, such as writing exercises, summaries, journals, and final exam showing they have assimilated the speed reading skills and comprehension.

9. ASSIGNMENTS:

- Apply different hand/eye-sweep, phrase/cluster reading (chunking) techniques and record reading times. Answer a set of comprehension questions and evaluate which technique worked better and which part of the text provided difficulty in comprehension.
- Highlight unfamiliar vocabulary words in a given text. Then as a group, define the word by using the context clues, and then, individually, double check with a dictionary.

- Employ previewing techniques, including KWL + and PPPC. Then after a timed reading, test to see to what extent the preview questions assisted comprehension.
- Use a variation of timed readings techniques with increasingly difficult and longer texts, trying to maintain the same level, or increased level of comprehension.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option: Credit/No Credit or Letter grade will be based on:

- Journals: Written responses to readings and class discussions
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading
- Quizzes: Satisfactory comprehension of the material
- Homework: Completed assignments reflecting adequate understanding of the information
- Midterm and Final Exam: Demonstrated competence in comprehension of readings at the college level

11. RECOMMENDED or REQUIRED TEXT(S):

Assign primarily non-fiction selections and one full-length text. Please consult the department handbook and the ENGL 846/100 course outline for additional suggestions.

- Efficient and Flexible Reading (with MyReadingLab) (8th Edition) (McWhorter Developmental Reading (Comprehensive)) (Paperback) by Kathleen T. McWhorter. New York: Longman; 8th edition. 2007
- Speed Reading for Professionals (Barron's Business Success Guides) (Paperback) by H. Bernard Wechsler (Author) and Arthur Bell (Author) Hauppauge, NY: Barron's Educational Series. 2005.
- Speed Reader X: Speed Reading Made Easy (CD-ROM) by Michael Ford (Author) CD-ROM: 35 pages. Publisher: Elite Minds Inc; Ver 5.0 edition. 2005.
- Master Reader: The Work-Smarter, Speed-Reading, Speed-Thinking Course [audiobook] [unabridged] [audio CD] by Edward L. Fritsch (Author) and Nate Rosenblatt (Author). Philadelphia: Your Coach in a Box. 2005.
- College level novel or full length book of their choice.