

**ACADEMIC SKILLS AND GENERAL STUDIES DIVISION****CONTACTS AND COMMITMENT**

619-4240, Division Dean

619-4331, Secretary

*To offer curriculum and instructional methods that guide each learner  
to develop the skills and attitudes leading to academic and career success.*

**ACSK 0003 PREPARATION FOR COLLEGE READING**

Designed for both first and second language students, the class will focus on improving comprehension through frequent practice with text and software at the appropriate reading level and will emphasize vocabulary building, finding main idea and recognizing supporting details. Successful completion of this course will allow entry into the College Reading course. No prerequisite.

**CREDIT HOURS:** 3 credit hours, none counting toward any degree requirements.

**TARGET AUDIENCE AND TRANSFER:** In accordance with state law, entering students are directed into reading courses appropriate for addressing their academic needs and guiding them toward college success. This course is intended for college students whose needs include foundation comprehension instruction and some guided individual learning opportunities. Preparing for College Reading is a non-transfer course.

**CORE COURSE OBJECTIVES**

A student successfully completing ACSK 0003 Preparing for College Reading will demonstrate these primary competencies:

1. Apply strategies to define words using context. Identify the main idea of a paragraph, whether it is written or implied
3. Discriminate between main idea and supporting details, and write the main idea in their own words using complete sentences
4. Recognize the pattern of organization of details within a paragraph.
5. Draw conclusions based on material when the information is not directly stated in the text (inferences)
6. Begin to apply all of these skills to multi-paragraph materials

**REQUIRED FORMS OF ASSESSMENT:** Course assessments provide grouped statistics regarding overall student learning. To assess the primary goal for the next sequenced course, College Reading, an ACSK Developmental Performance Report indicates that students who are successful in College Reading succeed in reading intensive college level courses at a rate comparable to that of students placed directly into those college level courses.

**REQUIRED/OPTIONAL TEXTS AND STUDENT RESOURCES:**

Required: Ten Steps for Building College Reading Skills 3<sup>rd</sup> Edition. Langan. Townsend Press, Marlton, NJ: 1998.

Other Resources: Townsend Press offers a CD Rom, "Building Reading Skills" which allows additional practice test questions. These are on computers in the Learning Lab.

Additionally from NWACC:

1. Secondary Reading Efficiency System, Level 6-14, Software program available in the Learning Lab.
2. Study strategy and time management videos in NWACC's Library

**TOPICS (REQUIRED COVERAGE):**

Clear thinking  
Supporting details  
Inferences

Vocabulary in context  
Locations of Main Ideas  
Patterns of Paragraph Organization

Main ideas  
Implied Main Ideas