I. **OVERVIEW**
The following information will appear in the 2011 - 2012 catalog

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**READ 21**  
**Vocabulary Development**  
3 Units

Course is designed to improve the vocabulary of students who are functioning at the precollegiate level.

Field trips are not required.  (A-F Only) Lecture

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II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

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A. **COURSE CONTENT**

1. **Required Content:**

   a. Word memory Mnemonic devices

   b. Types of context clues

   c. Dictionary

      i. Dictionary structure

      ii. Using the dictionary

   d. Thesaurus

      i. Thesaurus structure

      ii. Using the thesaurus

   e. Prefixes and suffixes

      i. Spelling variations

      ii. Types of prefixes

      iii. Types of suffixes

   f. Roots

      i. Word analysis

      ii. Latin roots

      iii. Greek roots

      iv. Meaning variations
Vocabulary and its usage
  i. Idiomatic expressions
  ii. Homonyms and homophones
  iii. Synonyms and antonyms
  iv. Apply vocabulary words to writing assignments

h. Diction

B. HOURS AND UNITS

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<th>UNITS</th>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussions of material presented
3. In-class exercises to reinforce content presented through lecture
4. Practice exercises for cooperative work groups in-class

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Two hours of homework are assigned for every hour of lecture presentation.
   b. Study for daily vocabulary quizzes (approximately 20 words introduced each class meeting)
   c. Complete written exercises
   d. Study for unit exams (approximately five per semester)

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Given a new word, student will determine an approximate meaning by identifying the roots and/or affixes and applying the meanings of those roots and/or affixes.
   b. Given a new word in a sentence or paragraph, students will determine an approximate meaning using the context.
   c. Given multiple definitions for one word, students will determine which definition is applicable based on the context in which the word appears.
E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

utilize and understand vocabulary words that were previously unknown to them in reading, writing, and listening. Students will develop their skills in deducing word meanings through context clues and/or knowledge of roots, prefixes, and suffixes.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

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

   a. Apply contextual information to determine word meaning,
   b. Recall word meanings,
   c. Demonstrate the concept of multiple meanings by using context to determine correct meaning,
   d. Show word knowledge through successful completion of word analogies,
   e. Employ reference materials appropriately (e.g. Thesaurus, dictionary),
   f. Explain some frequently used Latin and Greek roots and affixes,
   g. Identify the impact of the multicultural bases of language on specific word meaning, *
   h. Identify and interpret idiomatic expressions,
   i. Give examples of synonyms and antonyms for vocabulary words studied,
   j. Differentiate the correct meanings of commonly confused words.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. **FORMATIVE ASSESSMENT**

1. Pre-tests
2. Homework
3. Quizzes
4. Unit exams (objective)
5. Unit exams (essay/short answer)

B. **SUMMATIVE ASSESSMENT**
1. Post-test
2. Final exam