I. **OVERVIEW**

   *The following information will appear in the 2010 - 2011 catalog*

   **READ 62 College Vocabulary**  
   3 Units

   **Recommended for Success:** Before enrolling in this course, students are strongly advised to Complete, or assess above, reading 82.

   Development of college level vocabulary. Use of context clues and structural analysis emphasized.

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

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:*

   **A. COURSE CONTENT**

   1. **Required Content:**

      A. Word Analysis
         1. Latin Roots
         2. Greek Roots
         3. Prefixes
         4. Suffixes
      B. Diction
      C. Foreign Expression
      D. Synonyms/Antonyms
      E. Resources
         1. Dictionary
         2. Thesaurus
      F. Word History
         1. History of English
         2. Meanings of etymologies
         3. Changes in meaning
      G. Unique Aspects of vocabulary and its usage
         1. Connotation
         2. Malapropisms
         3. Cliches
         4. Euphemisms
         5. Allusions
      H. Use of context clues
B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**
   
   Before enrolling in this course, students are strongly advised to Complete, or assess above, reading 82.

2. **Requisite Skills**
   
   *Before entering the course, the student will be able to:*
   
   a. Should have mastered vocabulary equivalent to grade 12.

C. **HOURS AND UNITS**

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<th>UNITS</th>
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3 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**

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

1. Lecture in class, or via video and/or audio in Blackboard, SchoolTube or CD for online classes

2. Lead discussion in class or by threaded discussions using Blackboard delivery system for online class

3. Present analysis of articles

4. Teach students to synthesize knowledge of word analysis to define unknown words;

5. Model written assessment of author's word choices and justify appropriateness or inappropriateness;

6. Instruct students to compare the relationships of words to complete analogies.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   a. Workbook exercises as homework each day
   
   b. Quizzes at each class meeting or online (weekly)
   
   c. Instructor pronunciation of words prior to students working on each chapter - either live or recorded. (weekly)
   
   d. Use of new words in sentences. (weekly)
   
   e. Educational Games, either in class or online, to help in mastery of words. (weekly)

2. **EVIDENCE OF CRITICAL THINKING**
Assignments require the appropriate level of critical thinking

a. Assignment: Use the new word in a sentence.

b. Assignment: Use the new words correctly in the following sentences ... 

c. Assignment: Complete the following crossword puzzle using the new words ...

d. Explain why the word, that is used in the following sentences, is used incorrectly ...

F. TEXTS AND OTHER READINGS (TYPICAL)


3. Other: College level dictionary

     Random House College Thesaurus

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

students will improve their vocabulary by learning the meanings of approximately 250 college level vocabulary words.

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. Recall and identify suffixes to identify a word's part of speech;

b. Recall and identify Greek and Latin roots, prefixes and suffixes to define words not previously studied; *

c. Identify and interpret figurative usage;

d. Identify and interpret idiomatic expressions;

e. Analyze and apply the clues to meaning found in context;

f. Employ reference materials appropriately (e.g. thesaurus, dictionary);

g. Identify and interpret common foreign expressions; *

h. Infer the correct definition (given the context) when multiple meanings exist;

i. Incorporate newly acquired vocabulary in daily writing assignments;

j. Translate lower vocabulary to college level;

k. Give examples of synonyms and/or antonyms for vocabulary words studied;

l. Remember and reproduce correct pronunciation;

m. Demonstrate ability to differentiate commonly confused words by correct usage;
n. Report word etymologies; *

o. Propose solutions to incomplete analogies;

p. Translate diacritical markings or phonic spellings to correct orthography;

q. Evaluate the connotation of a word;

r. Translate malapropisms to correct terminology;

s. Identify and interpret euphemisms;

t. Explain literary and historical allusions. *

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Chapter homework in the workbook

2. Midterm exam

3. Online practice tests (if taken online)

4. Online educational games (if taken online)

B. SUMMATIVE ASSESSMENT

1. A final cumulative exam