

Spring 1971

A Reading Study Skills Course for a Community College

La Ree C. Rasmussen
Central Washington University

Follow this and additional works at: <https://digitalcommons.cwu.edu/etd>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), [Information Literacy Commons](#), and the [Language and Literacy Education Commons](#)

Recommended Citation

Rasmussen, La Ree C., "A Reading Study Skills Course for a Community College" (1971). *All Master's Theses*. 1677.

<https://digitalcommons.cwu.edu/etd/1677>

This Thesis is brought to you for free and open access by the Master's Theses at ScholarWorks@CWU. It has been accepted for inclusion in All Master's Theses by an authorized administrator of ScholarWorks@CWU. For more information, please contact scholarworks@cwu.edu.

A READING STUDY SKILLS COURSE FOR
A COMMUNITY COLLEGE

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
La Ree C. Rasmussen
May 1971

APPROVED FOR THE GRADUATE FACULTY

Doris E. Jakubek, COMMITTEE CHAIRMAN

Azella Taylor

Wells A. McInelly

ACKNOWLEDGMENTS

The author wishes to express appreciation to the following people whose assistance and encouragement made this thesis possible.

Sincere appreciation is extended to Mrs. Doris E. Jakubek who gave so generously of her time and ability throughout the course of this study. To Dr. Azella Taylor and Dr. Wells A. McInelly who gave invaluable support and assistance to the writer in many ways throughout her graduate work, a very special note of thanks is extended.

Special gratitude is extended to the writer's husband, Jack J. Rasmussen, and daughter Terese E. Rasmussen, who gave every possible kind of support and assistance to the writer during all her academic efforts, and who worked so diligently to keep everything in equilibrium at home while the writer was going to school. Special gratitude is expressed to the writer's mother, Mrs. Iona C. Johnson, and to the writer's uncle and aunt, Mr. and Mrs. Ralph J. Smith, for their enthusiasm and their strong support of this study.

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM	1
IMPORTANCE OF THE STUDY	1
STATEMENT OF THE PROBLEM	2
DEFINITION OF TERMS USED	2
Reading Study Skills Center	2
Community College	3
Preassessment	3
Learning Activities	3
Evaluation	3
Cloze Technique	4
PROCEDURES OF STUDY	4
PRESENTATION OF FINDINGS	5
LIMITATIONS OF THE STUDY	5
II. REVIEW OF THE LITERATURE	6
SIMILAR STUDIES	6
RATIONALE	6
PROFILE OF COMMUNITY COLLEGE STUDENT	8
SKILLS NEEDED FOR SUCCESSFUL COLLEGE WORK	8
PLACE OF TEACHING AIDS IN READING LABORATORY	11
III. RESULTS OF QUESTIONNAIRE AND PERTINENT FEATURES OF SOME COLLEGE READING PROGRAMS	14
OBSERVATIONS AT COMMUNITY COLLEGES	16

Chapter	Page
SPECIFIC FEATURES OF SOME COLLEGE READING PROGRAMS	17
IV. A READING STUDY SKILLS PROGRAM	20
QUALIFICATIONS OF READING TEACHERS	20
QUALIFICATIONS OF STUDENTS	21
NUMBER OF CLASS MEETINGS PER WEEK	21
GENERAL GOALS AND INSTRUCTIONAL OBJECTIVES	22
PREASSESSMENT	23
Testing	23
Teacher-Pupil Conversations and Teacher Observations . .	23
Language Experience Approach	24
SKILLS WHICH SHOULD BE DEVELOPED	24
LEARNING ACTIVITIES	25
Locating and Evaluating Information in the Library . . .	25
Developing Efficient Study Skills	26
How Material is Organized	27
Developing Flexibility of Reading Rate	27
Skim Reading	28
Rapid Reading	28
Intensive Reading	29
Improving Comprehension	29
Expanding Vocabulary	30
Learning to Read Critically	32
Following Printed Directions	33
Improving Spelling Ability	33
Plan of Instruction	34
MATERIALS	39
TESTS	39

Chapter	Page
PRACTICE BOOKS	39
SUPPLEMENTARY REFERENCE BOOKS	41
EQUIPMENT	42
MISCELLANEOUS ITEMS	42
EVALUATION	42
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	44
CONCLUSIONS	46
Research Studies	46
Questionnaire Compilation	47
RECOMMENDATIONS	48
BIBLIOGRAPHY	49
APPENDIXES	51
A. Cover Letter and Questionnaire	51
B. Tables I - VI	54
C. Using the Card Catalog, Steps in Locating Information and Guide Sheet for Writing Objective Description	60

CHAPTER I

THE PROBLEM

The ability to read is no longer limited to the literal meaning of the word, but is increasingly dependent upon the reader's ability to recognize the style of writing, so that he knows whether to apply denotative or connotative meanings to what he is reading. Because reading needs have changed and will continue to change as rapidly as our culture changes, it is necessary to continuously develop and improve reading skills.

IMPORTANCE OF THE STUDY

Much of the learning that takes place in all the content areas is dependent upon the ability to read proficiently and to understand what is read. Students are promoted year after year reaching college without the skills they need in order to do successful college work. Olson states that the degree of competency sufficient for high school is inadequate for college (21:75). This contention is supported by research which cites that 68% of students enrolled in junior colleges in 1964 were taking a remedial reading course (26:27). The prognosis advanced by this study suggested that 85% of students in community colleges in 1965 would be channeled into remedial reading courses.

The remedial student has become a common denominator in the two year college and community college educators who accept this "new breed

with a new need" are responsible for providing a curriculum and materials to meet these needs (26:26). The concept that higher education is for the elite is very definitely changing. Gleazer states that it has become a "right, not a privilege" to demand an education beyond high school, and national policy is being so shaped. Gleazer further reports that there has been a steady 20% growth in the junior college population during the past few years. Furthermore, one out of three entering college, and 13% of the entire college enrollment are in junior colleges across the nation (26:26). The expanding size of the junior college population, plus research showing large numbers of freshmen who can't read efficiently and thus become dropouts later on, prompted this particular study (16:20).

STATEMENT OF THE PROBLEM

The purpose of this study is to: (1) enumerate the reading study skills needed by college students, (2) describe the details of a reading study skills program, (3) and to list materials needed for that program.

DEFINITIONS OF TERMS USED IN THIS STUDY

Reading Study Skills Center

A reading study skills center is a place where students: (1) work to improve their reading, study and word recognition skills by learning to read faster, (2) learn how to improve comprehension skills, (3) learn better ways of studying for the purpose of improving their grades, (4) learn to become more adept at pronouncing and spelling words, (5) and learn how to improve their vocabulary (4:201).

Community College

A community college is a two-year college beyond the high school level. It is an independent unit and provides courses for students at the freshman, sophomore, and unclassified levels. It also provides continuing education for adults through its evening program. It accepts "D" grades in evaluating entrance requirements.

Preassessment

Preassessment is the process used by teachers to determine where each class member stands in relation to the subject being taught. There are two ways a teacher preassesses: (1) by knowing each student well enough to have an accurate idea of the student's background and knowledge of the subject matter before the class meets (Evaluation at the conclusion of any lesson can be utilized for effective preassessment of the lesson to follow.), and (2) by determining before or during class period the student's knowledge of the subject and his ability to reach objectives. This can be done in several different ways. Written tests, answers to oral questions, and accuracy and quality of responses during discussions are a few examples (30:57).

Learning Activities

A learning activity is any activity a student engages in to help him obtain a lesson objective (30:57).

Evaluation

"Evaluation is a process of comparing a student's or class' behavior with a predetermined lesson objective." (30:57) Sometimes the evaluation does not begin until in the final discussion or summary of the lesson. However, evaluation may occur in any learning activity or

application of the lesson. Evaluation may happen during class period or after the lesson has been taught.

Cloze Technique

Procedure whereby certain words, such as every fifth or seventh word or nouns or verbs, are omitted from a passage. The student fills in the blanks with the word he thinks has been omitted. When used as a test, instead of an exercise, the test score is the number of correctly filled spaces.

PROCEDURES EMPLOYED IN THIS STUDY

Data used in this report have been acquired through articles, books, and research studies. In addition, much insight into reading programs was provided through correspondence with Mrs. Florence B. Sharp, Master Teacher at the Adult Learning Center, Treasure Valley Community College, Ontario, Oregon, through personal interviews with Mrs. Julia Shrout, Reading Center, Mt. Hood Community College, Gresham, Oregon; Mrs. Valerie Lister, Reading Center, Portland Community College, Portland, Oregon; and Dr. Ethna R. Reid, Director, Exemplary Center for Reading Instruction, Salt Lake City, Utah.

Personal observations in these centers, and interviews with students who were taking reading courses at these centers were of inestimable value in determining the proposed program for a reading study skills center in a community college.

In addition to these procedures, the writer also constructed a questionnaire which was circulated to a random sampling of community colleges in metropolitan areas of California, Oregon, and Washington.

The questionnaire was constructed to obtain the following information: (1) whether or not the college had a reading program, (2) what type of reading program the college offered, (3) the texts and other materials used, (4) whether or not vocabulary improvement was included in the course, and (5) which method was preferred for incorporating vocabulary improvement in a reading course. A copy of the questionnaire and transmittal letter are in Appendix A.

Tabulated results of the questionnaire were compared and evaluated with opinions expressed and programs in effect. Based upon the results of the questionnaire and conclusions drawn from research, a reading study skills program was written. A list of materials was compiled and evaluated. The new program was compared to existing ones.

PRESENTATION OF FINDINGS

The information collected from literature, correspondence, the questionnaire, interviews, and observations were compiled and evaluated. No literature was found dealing with a college reading program where the practices were like those proposed in this report. The procedures most suitable for the type of community college students for whom this program was written, were used to form the basis of the proposed program presented in Chapter IV.

LIMITATIONS OF THIS STUDY

This study was more descriptive than experimental. Every effort was made to secure reliable data. However, some subjective interpretations were made based on the writer's observation.

The accuracy of the results of the questionnaire is dependent upon the manner in which equipment available to the instructors is actually used by them. There is no way to check on this, except to assume that answers were made in good faith.

CHAPTER II

REVIEW OF THE LITERATURE

SIMILAR STUDIES

Although this study has some similarities to existing reading programs, no literature or center dealing with a community college was found where the practices are the same as proposed in this report. The entries for reading programs in the Master's Theses in Education for the years 1959 to 1967 include only two theses with reading programs for junior colleges. These were examined and neither thesis contained practices proposed in this report.

RATIONALE

The first few weeks in college are critical, for it is in these weeks that attitudes are formed about what a college education can mean. Unless a student is successful, the odds are that he will not complete a college career. The poor reader cannot learn proficiently; therefore he will do poor academic work.

The establishment of reading programs for incoming freshmen at colleges supports a charge by Fortenberry that high schools simply are not teaching the reading skills needed in college work, and that many students do not receive any formal reading instruction after they leave elementary school (10:35). Inasmuch as 90% of all studies in college involve reading, only proficient readers do well enough to meet the requirements for the necessary courses.

PROFILE OF THE COMMUNITY COLLEGE STUDENT

It has been observed that a student who is assigned to a remedial program is often a student with a complex set of emotional problems, as well as basic deficiencies in other academic areas. Not only is he often a member of a minority race, but he is more often than not from the lower socio-economic level home where a climate which fosters education such as books, magazines, and conversation is not common place. He is often painfully aware of his academic weaknesses, which contribute to his basic insecurity. Sometimes in an effort to compensate for his deficiencies, he will seek other avenues to attract attention. This kind of student must be reinforced more often than the average student. Learning activities must be changed often, as his attention span is shorter than the average student. Because of these limitations, the community college teacher must adjust learning activities so that this student can achieve a measure of success.

These observations are reinforced by a recent study which revealed these facets of the "new breed" at the community college.

1. He is mentally on par with his counterpart in the four-year college.
2. He is culturally deprived.
3. He is lacking in educational motivation.
4. He is poorly equipped for the rigorous, technically orientated world of today (26:26).

SKILLS NEEDED FOR SUCCESSFUL COLLEGE WORK

The reading program in any school depends upon the administrative organization, the amount of money available, and the needs of the students

who attend that college. No one program fits any college, and what works at one college, may not work at another. Programs should be "tailor made" to fit the school and the type of students who attend that school. However, there are several experts who agree that most colleges stress speed and comprehension while studies show that students have trouble applying specific skills (10:35; 26:44).

A composite of skills needed by college students was suggested by Fortenberry and Pauk as follows (10:35; 26:44).

1. Spelling improvement
2. Reading for a purpose
3. Reading for main ideas and details
4. Retaining what is read
5. Critical and analytical reading
6. Work recognition and structural analysis
7. Understanding vocabulary
8. Developing flexibility
9. Inferring words and meanings
10. Grouping words and phrases meaningfully
11. Following printed directions
12. Organizing material read

Most reading experts would agree that all of the twelve suggested reading skills are necessary to do successful college work. One of the most difficult abilities to develop is the sophisticated capacity to adjust reading rate. It involves an interplay of adjusting reading speeds to the kinds of material being read and the purpose for which the student is reading. Teachers who emphasize speed alone should stop playing "medicine man" (22:234). Reading rate must be placed in proper

prospective by teaching students the different degrees of speed for the many different kinds of reading. Once students learn to adjust their speed to the kinds of material being read, reading efficiency is greatly improved.

An important factor in flexibility of reading is teaching different degrees of comprehension. The student should be aware of the purpose for which he is reading: recreation, background information, or complete understanding. While reading background information or familiar topics, the student should be taught the skill of anticipating outcomes, so that selective skimming of lines and phrases is sufficient. Learning to scan main headings, sub-divisions, concluding paragraphs, and summaries, contributes to developing flexibility.

Equally as important as flexibility is the skill of developing good comprehension or recall. Comprehension becomes more crucial in college as college textbook material has become increasingly complex and difficult. Sentence structure is often involved and complicated. Familiar words take on new meanings as our culture changes. Abstract concepts are demanded. New words are coined almost daily. Many more facts and details are crammed into each sentence, paragraph, and chapter. Many of the details presented in texts are not ones with which the students have had experience (5:15).

The new words that are coined are illustrative of the changes which have occurred in our culture and are paralleled by changes in our language. Vocabulary is increasingly important as a factor in successfully mastering any college course. In English, students often are instructed to read a novel written in a language addressed to a society of another era, and expressing values that are foreign to them.

Many students have been oriented to books written in sequential time. These students have difficulty reading material that is organized differently. Writers who reject this sequence pose problems for the handicapped reader, for this type of student must rearrange ideas so that they represent historical sequence. Contributing to this concept of sequential time, is the organization of many textbooks. Book linearity is prevalent in our society. Television dramas build to the climax, and texts summarize on the last pages (5:13). In classes, teachers organize courses to follow the line of thought of an argument.

Even though many texts are written in sequential time, the student still should be taught how to use a textbook effectively. Few subject matter teachers give instruction in reading the text selected for the course. Although a skillfully written study guide can assist students in learning to read for a purpose and learning to read for main ideas, few teachers provide a study guide with thought provoking questions.

In addition to learning to read a textbook effectively, freshmen need to be taught how to locate additional information in the content areas. Few freshmen know how to use the Readers' Guide effectively, the card catalog, or the Education Index. Therefore, a composite of both reading and study skills should be taught.

PLACE OF TEACHING AIDS IN A READING LABORATORY

Each expert has a different opinion about the most effective method of teaching reading, and the kinds of teaching aids which should be selected. A great deal of research has been devoted to attempting to determine whether or not a book-oriented course is more effective than a machine-oriented course. One such study reached the conclusion

that in "eleven out of twelve investigations of natural reading vs machine reading, the group receiving natural training equaled or surpassed the machine groups in rate." (19:76) Another research study designed to find out whether or not students could learn faster in a book-centered course than in a machine-centered course revealed that the book-centered group's rate was significantly higher. However, there were no significant changes in comprehension (12:444).

In addition to the research done to attempt to determine whether or not machine-centered courses are more effective than book-centered courses, some research has been done on whether or not improvement in textbook comprehension is affected by choice of materials. This study concluded that both subject-matter materials and general reading materials do improve textbook comprehension and general reading skills. The study further concluded that it makes little difference in the type of material used in a reading program. What is important, is that some organized reading instruction is given (9:115).

Some points on which experts do agree about the role of mechanical teaching aids in a reading laboratory are:

1. Students who are working with various mechanical accelerators are easier to motivate.
2. It is not necessary to own a tachistoscope or reading films to improve reading skills.
3. It does take some students time to adjust to reading with machines.
4. It does take time to wean students from their dependence on machines, when they have become accustomed to reading with them.
5. It has been found that reading and study habits, attitudes,

and overall success of a reading program are better when the program is individualized.

CHAPTER III

RESULTS OF THE QUESTIONNAIRE AND PERTINENT FEATURES OF SOME COLLEGE READING PROGRAMS

Although there were some similarities between the practices at large universities and the practices at community colleges, there were a few notable differences. This chapter will focus on: (1) The results of the questionnaire, (2) Observations made at community colleges while reading classes were in session, and (3) Specific features of reading programs at four-year colleges.

The questionnaire was completed and returned by fourteen respondents of the fifteen questionnaires circulated. A summarization of the findings are in Appendix B. The results revealed that approximately one-third of the colleges surveyed identify retarded readers by use of a standardized test. Of those using standardized tests, none gave the test more than six months before college entrance. Some colleges depend upon self-referrals. Others identify retarded readers through teacher ratings, and through counselor or advisor referrals. Reading courses at all colleges surveyed were open to every student.

Of the several types of reading courses taught, eight schools offer a remedial course. Seven schools have a study skills course. Ten schools have improvement courses. Three different types of reading programs are available at five schools, with six schools offering two types. Two schools offer one type of reading program. A tutorial program for handicapped readers functions at two other schools. "Tailor-made" programs are in operation at four schools.

Because the reading ability of students in reading courses ranges from the severely handicapped reader to the more able student who merely needs to improve his skills, the selection of a text is difficult. Most colleges choose several texts to meet this wide range of ability. Fifty-three percent of the colleges surveyed use a basic text. Several respondents indicated that the choice of a basic text varied with the instructor and the students. A few reported using Dr. Lyle L. Miller's workbook, Increasing Reading Efficiency. Two colleges reported using Lee A. Jacobus' Improving College Reading. Two instructors commented that the Jacobus book has a high trajectory and they use it only with their more capable students. Only five colleges use a supplemental text, with the balance reporting that students choose their own supplementary texts.

In addition to knowing which texts were chosen, it was important to know whether the courses were machine-centered or book-centered. It was also important to know which machines and teaching aids were selected. All programs at the colleges surveyed relied heavily on machines and the programs which were developed for use with them. Eighty-seven percent use accelerators and eighty percent use tachistoscopes. Several colleges reported that they used Shadowscofes. Many colleges use Language Master. Some instructors reported that the words in the Language Master program were too difficult for the type of students in their reading classes.

The use of a Language Master by several respondents was only one of many ways to improve students' vocabulary. Every respondent, except one, indicated that vocabulary development should be an integral part of a reading course. The one exception stated that vocabulary

should be taught as a separate course. The balance of the respondents stated that vocabulary development should be attacked through a combination approach. This approach includes incidental instruction as the need arises, direct systematic teaching, teaching of roots, prefixes and suffixes, and finally structural analysis. Some respondents who had expansive programs stated that they used various vocabulary tapes and records, such as those developed by Educational Development Laboratories and Bergen-Evans.

The closing comments made at the end of the questionnaire were extremely useful and would be helpful to any instructor setting up a new reading program. Typical of these comments were the following.

1. Identify the type of students you will be serving.
2. Identify these students' needs.
3. Plan both long and short range objectives.
4. Determine the kind of space you will have available before you select your materials.
5. Enlist the support of both administration and faculty members.
6. Involve faculty members actively from the other content areas.
7. Individualize instruction.
8. Determine the class load in advance.

OBSERVATIONS AT COMMUNITY COLLEGES

The enrollment in reading classes at community colleges observed is voluntary. Classes are small so that instruction can be individualized. The normal class size is limited to fifteen to eighteen students.

Retarded readers are identified in several ways. In addition to standardized tests, Portland Community College uses another method which is an analysis of a writing sample based on reading, with an objective answer section. In addition to these other methods of identification, all colleges depend upon counselor and self-referral.

Some students object to being referred to reading classes unless credit is given. Community colleges such as Mt. Hood, Everett, and Portland State give either two or three credit hours. Certain four-year institutions in Washington and Oregon will accept this reading credit as transfer credit, depending upon the scholastic standing of the student and other factors. Usually a grade of "S" or "U" is given. However, Portland State experimented winter quarter 1971 with giving letter grades to those students who have good scholastic standing in other academic areas.

The common denominator in all reading programs was the individualization of each course. This individualization is accomplished by providing a great many multi-level materials. A great variety of texts and teaching aids were available to meet the needs of students whose abilities are diverse.

SPECIFIC FEATURES OF SOME COLLEGE READING PROGRAMS

Large colleges and universities which have extensive counseling services usually identify their retarded readers by scores on the Scholastic Aptitude Test, the American College Test, and the Cooperative English Test (18:221). Other testing and counseling departments use the Nelson-Denny Reading Test usually given the first week of school.

The students referred to reading courses as a result of this testing are nearly always concerned with whether or not credit will be given for the course. A great many schools such as Cornell University, Wagner College, Purdue University, Texas University, and the University of Minnesota give no credit. Marginal students need more positive inducement than the promise that grades will improve with more effective reading and study habits. A study by Blake indicated that fifty-one percent of programs surveyed in higher education do not give credit, even though credit is expected by students for college work done. He stated that this failure to give credit may doom many good programs to ineffectuality (2:149).

Closely tied to the psychological effects on a student who is referred to a course which carries no credit is the effect other academic grades exert upon that student's personality. For this reason, Wagner College and Texas University now employ either a clinical psychologist or a psychiatrist. Expert counseling is coordinated with their reading programs.

Wagner College also involves experts from the fields of language and literature, and science. These experts teach the skills needed in their fields. Students discover that the principal difficulty in reading and studying mathematics and science texts, as opposed to the humanities texts, centers around the fact that opposite kinds of reading methods must be used. In science and mathematics each word, phrase, and symbol has an exact precise meaning. To help the student learn to study and read a scientific text, a science teacher comes to the reading laboratory and gives instruction in reading this type of text. In language and literature each word, phrase, and symbol has many possible

meanings, depending on the writer's style. To help students learn to read for inference, symbolism, irony, connotation, ad infinitum, an English teacher comes to the reading laboratory and teaches these skills (17:184). These unusual features certainly appear to be soundly based in educational psychology. Perhaps they can be viewed as the keynote to new aspects of future reading programs.

CHAPTER IV

A READING STUDY SKILLS PROGRAM

Although no one plan will fit any particular community college unless it is designed for that particular college, the following reading study skills program has been developed based on the information from the questionnaire, the findings from research, the writer's experience, and opinions expressed by reading teachers at community colleges. This chapter will focus on: (1) Qualifications of teachers who should be employed, (2) Qualifications of students who should be admitted, (3) Number of class meetings per week, (4) General goals and instructional objectives, (5) Preassessment, (6) Skills which should be developed, (7) Learning Activities, (8) List of Materials, (9) Plan of Instruction, and (10) Evaluation.

QUALIFICATIONS OF READING TEACHERS

The person employed to teach and/or direct the community college reading program should possess many of the following qualifications.

1. Have special training in the areas of reading as it is related to education and psychology.
2. Have a knowledge and understanding of the particular type of student who comes to a community college.
3. Possess the ability to synthesize and crystalize divergent views into a reading philosophy which will enable him to select and choose appropriate methods and materials to meet the needs of his students.

4. Possess the attributes of sincerity, empathy, and an honest desire to help students.
5. Have the ability to do creative, imaginative teaching.
6. Have a sincere interest in the community colleges as an institution in its own right, and an understanding of community colleges per se.

QUALIFICATIONS OF STUDENTS

Students admitted to the program, to whom the services of a reading study skills program will be available regardless of his level of achievement or ability, should meet the following criteria.

1. Students who, because of low entrance test scores, are referred to the center by their advisor.
2. Students who are referred to the center by their academic advisors or teachers.
3. Students who recognize that they lack the reading skills necessary to do college level work.
4. Students who realize they are failing and seek help on their own.
5. Students who are placed on probation and come to the center to determine and correct their difficulties.
6. Students who read quite well, but wish to learn to read better.

NUMBER OF CLASS MEETINGS PER WEEK

Each week the schedule for students in each section of the reading study skills center should include.

1. One class period where the focus will be upon class discussion of a particular reading study skill.

2. One class period where during a portion of the period the focus will be upon vocabulary and spelling skills. The balance of the period will be reserved for the teacher to help students with individual problems.

3. Two class periods for the student to practice reading skills related to his own particular difficulties.

In addition to the four regularly scheduled hours, each student will arrange to spend one extra hour in the laboratory each week. During that time, the student should concentrate on a reading skill with which he is having difficulty. The reading laboratory will remain open throughout each day so that the students can come into the laboratory to work on individual problems during hours when regularly scheduled classes are not in session.

GENERAL GOALS AND INSTRUCTIONAL OBJECTIVES

The instructor should plan both long and short range goals. The students should be involved in the planning of these goals and in the methods of evaluation, for a student learns more efficiently when he knows what he must do to achieve success. These goals should be clearly defined at the beginning of the course, so that the student can direct his energy toward achieving those goals.

Teacher-pupil planning of goals and objectives will enable the instructor to individualize each particular reading section to meet the great diversity that is present among community college students. The instructor may have to plan methods and materials for one section wherein

the reading ability ranges from 4.6 to 11.3. In addition to the wide range of both academic and reading abilities, the instructor must also plan methods and materials suitable for students from minority cultural backgrounds. This diversity of students makes it necessary to select many methods and to choose multi-level materials to meet the needs of students in any one class. Objectives may have to encompass those students whose emotional problems cannot be separated from their reading problems. Individualization of instruction will enable these students to feel secure enough to achieve a measure of success.

PREASSESSMENT

There are several ways to preassess a student's ability in any subject area. This program utilizes the results of a standardized reading test, teacher-pupil conversations, teacher observation, and an assignment using the Language Experience approach.

Testing

If a standardized reading test has not been given prior to the student's enrollment, the teacher will administer a standardized reading test. It is suggested that the Iowa Silent Reading Test--Grades 4-14, or the Nelson-Denny Reading Test--Grades 9-16 be used, as both of these tests are easy to administer and easy to score. This is an important factor where the teacher does the testing.

Teacher-Pupil Conversations and Teacher Observation

The teacher should find or make opportunities for conversation with each student. Conversations should be fostered which explore feelings and attitudes. The teacher should also carefully observe

student behavior to get important clues about a student's concepts. The focus should be on what the student can do successfully and what conditions are present during successful experiences. Mental or written notes accumulated in this way help to determine the instructional approach.

Language Experience Approach

As an additional aid in planning the instructional approach, the student will be asked to bring in a favorite object, a snapshot, or any item he wishes to talk about. The student will tape record his reactions to the object he brings to class. A secretary will type this narration. As the student corrects and refines his narration, he gains in writing skills as well as reading skills. An additional benefit from this approach is the positive effect it has on the student. It helps the student to feel that his teacher is genuinely interested in him, and it helps the teacher to know and understand the student's needs.

SKILLS WHICH SHOULD BE DEVELOPED

The following are some of the skills which should be developed in an effective reading study program.

1. Locating and evaluating information in the library
2. Developing efficient study skills
3. Learning how material is organized
4. Developing flexibility of rate (Skim, Rapid, and Intensive Reading)
5. Reading for main ideas and details
6. Improving comprehension

7. Expanding vocabulary
8. Learning to read critically
9. Following printed directions
10. Improving spelling ability

LEARNING ACTIVITIES

Learning activities should be planned which will enable the student to make the desired change in his attitude and his behavior. The focus should be on the outcome of activities--what the student has when he leaves the classroom. The following are illustrative of a few of the types of learning activities that can be used to affect the desired changes in behavior.

Locating and Evaluating Information in the Library

Two important factors in the learning process are how to read and how to study. It is this joining of reading study skills that makes it possible for students to locate and record information. To help develop these skills, it is suggested that the student complete some of the following learning activities.

1. Make a planned trip to the library.
2. Complete a study guide on "Parts of a Textbook."
3. Complete an assignment in the use of the card catalog.

(See Appendix C)

4. Complete an assignment on encyclopedias and other reference sources. (See Appendix C)

5. Complete an assignment on locating information to specific questions.

6. Complete exercises about maps and globes.

Developing Efficient Study Skills

Most students come to college without having had access to psychological findings concerning efficient study skills. They don't know whether or not it is wise to study German after studying French, whether or not it is wise to study for an early-morning test just before going to bed, or whether or not it is more efficient to study scientific subjects for long or short periods of time. For this reason, there is a special need to teach good study habits, not only to those who are in trouble scholastically, but to those who need to improve their potential for success. The following are suggested activities which help develop these skills.

1. Complete a teacher-prepared study habits inventory.
2. Discuss what constitutes good study habits and poor study habits.
3. Introduce Robinson's SQR3 (27:13-36).
4. Teach outlining by selecting two or three main ideas in a series of paragraphs. Have students fill in ideas and supporting details. Check the list against a teacher-prepared outline.
5. Teach underlining. Have the student underline topic sentences with two lines and supporting details with one line. Denote summary with "S".
6. Teach notetaking. Have the student prepare an outline of a lecture. Compare it with a teacher-made outline.
7. Teach summarization. Have the student write the three main ideas from a reading selection. Condense the three statements to two, and the two statements to one.

How Material is Organized

Knowing how material is organized is a crucial factor in developing speed and comprehension. Since many students are oriented to sequential time, different methods of organization should be taught. Extensive use of newspapers and magazines can be made in developing this skill, such as having the student complete some of the following activities.

1. Bring to class a magazine or newspaper clipping illustrating chronological and spatial order.
2. Write a spatial description of the family pet, completing a study guide with headings for location of part, shape, color, and texture. (Copy in Appendix C)
3. Bring to class a newspaper or magazine clipping illustrating both objective and subjective details which are underlined and identified.
4. Write a paragraph with specific details which appeal to one of the five senses; such as the smell of a doctor's office.

Developing Flexibility of Reading Rate

There is so much to read and so little time to read it that a student should be taught to utilize different speeds of reading, so that he is able to adjust his reading rate to the purpose for which he is reading. This flexibility of rate is sometimes crucial in completing an assignment which requires surveying vast amounts of material. Of the three reading rates discussed, skimming is the very fastest rate of reading. When a student skims, he does not look at every word, sentence, or paragraph. His eyes move swiftly across and down the page until he spots the part he wants. He should use skimming to gain a hurried preview of the content, to locate the main idea, or to locate specific information.

Rapid reading consists largely of a combination of mechanical skills which include a knowledge of how the author organized the material, the ability to find the next line on the return sweep, and a vocabulary equated with the difficulty of the material read. It should be used largely for recreational reading, non-technical supplementary reading, review, and reading for main ideas alone (15:520).

Intensive reading involves reading for a definite purpose and adjusting the reading rate. The student skims the selection rapidly to get a general idea of what it is about. He reads the selection the second time, carefully noting the main points. This type of reading should be used to evaluate the content, to understand the vocabulary of a technical language, and to remember much of what was read. The following are activities which can be used to develop these three skills.

Skim reading. 1. Teach the spiral technique which consists of starting with the first word on the left side of the page, letting the eyes sweep across and down to the end of the third or fourth line, then across and down to the left as far as the seventh or eighth line and so on down the page. While spiraling the reader pays attention to facts or ideas rather than sentences.

2. Have the student complete an in-class assignment of listing main headings, sub-headings, introductory sentences, concluding paragraphs or summaries of a reading selection, using the spiraling technique.

Rapid reading. It is suggested that the student complete some of the following activities.

1. Use the controlled reader programs to discourage frequent regressions, vocalization, and saying words in the mind.

2. Practice finding the first word on the next line on the return sweep of the eyes.

3. Keep a graph that records individual progress on timed exercises.

4. Complete worksheets designed to increase the eye span.

Intensive reading. It is suggested that the student complete some of the following activities.

1. Read a short technical selection carefully. Answer comprehension questions on content.

2. Read an argument with many facts and supporting details.

Without the text, defend a position by citing facts to support answers.

Improving Comprehension

Comprehension is usually defined as how much one understands or remembers of what he has read. Good comprehension is dependent upon a student having a vocabulary equated to the difficulty of the reading material, being able to recognize words quickly, having a definite purpose for reading, and reading fast enough to concentrate on the ideas within the material rather than on single words. It is suggested that the student complete some of the following activities.

1. Bring a newspaper clipping to class, underlining the main ideas and making a list of the details which support each main idea.

2. Outline a short article in a social science or science text.

3. Write down how much he knows about a topic before he reads the selection so he reads for a purpose.

4. Frame relevant questions before reading chapters in the text book.

5. Tape record the "gist" of a textbook reading assignment.

Play back and evaluate understanding of what has been read.

6. Have minority students tell a story about a picture brought to class. Tape record the story. Have a secretary type the narration. Have the student correct and refine his narration.

7. Use the controlled reader to help students recall main ideas and details.

8. Have student attempt to prepare an outline from material which contains only main ideas with no supporting details.

It is suggested that the teacher use some of the following procedures.

1. Prepare teacher-made tapes of difficult passages from currently used texts on campus so that voice inflection is present.

2. Teach grammatical structure, illustrating that conjunctive adverbs such as "besides, furthermore" sometimes indicate a change in thought of an argument. Illustrate that a supporting idea is often indicated by "nevertheless" or "yet".

3. Help the student link cause to effect by illustrating that the main idea is often the effect, and details usually reveal the cause.

4. Write an introductory sentence on the board and supply the concluding sentence. Have students write out the details that support the introductory and concluding sentence.

Expanding Vocabulary

A large vocabulary is one of the most important contributors to efficient reading, and a skill which must be built through conscious effort. To promote vocabulary growth, it is suggested that students complete some of the following activities.

1. Organize a list of vocabulary words under such headings as "words that name things, words that describe things," and "words that show action."

2. Complete exercises using the cloze technique. Omit every fifth word. Have students supply the missing words and then compare them with the author's.

3. Make lists of words that have very different connotations depending on their use.

Example: He is a red.

My new shoes are red.

4. Complete various exercises showing different meanings of words in context.

Example: The judge will book him for a misdemeanor.

The book price is \$4.95.

5. Select appropriate vocabulary meanings for a teacher-prepared exercise using words which have many meanings.

6. List denotative meaning and connotative meaning of several words so that the limitations of structural analysis are apparent.

7. Prepare a list of synonyms for vocabulary words each week.

8. Write a paragraph using three new words correctly.

9. Compile technical vocabulary for a career the student plans.

10. Write sentences using alliteration.

Example: The slithering sallow sap slid sideways onto the subway.

It is suggested that the teacher use some of the following procedures.

1. On the board write new vocabulary words in sentences omitting the vowels. Have students fill in the blanks with appropriate vowels.

2. Use malapropism to teach misuse of words. Have a student supply correct word in prepared exercises.

Example: Her conduct when she is out with her boy friend
is immortal.

3. Put pictures symbolizing everyday life on the board: Linus' blanket, orange blossoms, and a set of keys. Have students list figurative meanings of words.

Learning to Read Critically

Before a student can learn to read critically, he must be taught critical reading skills. Guidance should be given to help a student determine how qualified an author is in his field, how to make an objective judgment, how to determine whether or not material is based on facts or whether or not some of the facts have been omitted. It is suggested that the student complete some of the following activities.

1. Bring to class a clipping from a newspaper or magazine with propaganda devices underlined.
2. Bring to class a newspaper editorial on the same subject from two different newspapers. Compare opinions and make some judgments about the qualifications of the writer.
3. Complete teacher-prepared exercises matching propaganda techniques to a statement illustrating that technique.
4. Have the student write down ten facts and ten opinions about himself.
5. Display several advertisements on the board. List six facts and six opinions about each advertisement.
6. Read about some historical event in two different texts. Compare the facts presented and the conclusions.

7. Bring to class a magazine clipping with emotionally loaded words.
8. Write a description of his car to a prospective buyer, then describe it to a salesman who sold it to him.
9. Read "Cipher in the Snow" from the June 1964, NEA Journal. Discuss how the outcome would have been changed if any alternate courses had been taken by the teacher. Have students evaluate various outcomes as to why one is better than others.
10. Write an alibi for being late to class, putting the blame on something else.

Following Printed Directions

1. Have students tape record directions on a "how to do. . ." process. Play it back to see if they can follow their own directions.
2. Have students complete teacher-prepared, humorous worksheets following directions.
3. Have students bring to class and analyze the directions for sewing a dress, for assembling a pre-cut table, or for assembling an item ordered from a mail order catalog, such as a folding door.

Improving Spelling Ability

Spelling ability involves good listening skills and speech skills. Some students use sound association while others use visual associations. It involves good visual memory and discrimination. It is suggested that the student complete some of the following activities.

1. Listen to a teacher-prepared tape of carefully articulated words of average difficulty. Listen to the word, look at how it is written on a guide sheet, record his pronunciation of the word, and then

play it back for comparison. This exercise is particularly helpful for those students who speak English as a second language.

2. Tape record words that he misspells, carefully pronouncing each word correctly. Keep individual tape for each student so that he may review misspelled words and add new misspelled words.

3. Keep a spelling notebook of words he misspells and write a paragraph using selected misspelled words.

4. Mark the long and short vowels in new words.

It is suggested that the teacher use some of these procedures.

1. Teach syllabication rules and have student divide words into syllables and mark the accents.

2. Teach spelling generalizations as necessary.

Example: A word that ends in silent e drops it when the suffix begins with a consonant.

3. Record correct pronunciation of the word on the blank Language Master card. The student listens, then records his own pronunciation, and plays it back for comparison.

Plan of Instruction

The specific reading problems of each student will be identified by the results of procedures described in the preassessment section of this report. A prescriptive plan of study will be outlined for the student. Periodically during the quarter, this prescription will be reviewed, evaluated, and if it appears necessary, rewritten.

The first week large group instruction should be given in skills where each student will probably need some help. Beginning with the second week, one class period in the middle of each week should be utilized for large group instruction of the skills identified in the

program outline. During that class period, the instructor will make an oral presentation and/or demonstration on how to develop those particular skills, and also how to use any equipment that might be involved in developing that particular skill. The students then practice applying that skill under supervision. Assignments will be given whereby it will be necessary for the student to apply that skill in a variety of ways. When assignments are planned to stress application of learnings, the instructor can continually evaluate the student's progress, and adjust the plan of instruction accordingly. Where it appears necessary, small groups should be organized for additional instruction in any skill, or the re-teaching of a concept needed by that group. The student should spend the balance of all class periods in individualized work in the areas where they have specific problems.

The typical twelve week college quarter should be organized so that skills are introduced, practiced, applied, evaluated, and then refined throughout the course. For example, the program might be organized like the following outline.

First Week:

Testing (if not done by the counseling center)

Knowledge of test results

Planning use of available time

Study Habits inventory

Locating and evaluating information in the library

How to use a textbook, dictionary, encyclopedia and other

reference books

How to prepare for an examination

How to take notes

Introduce Robinson's SQ3R (27:13-36)

Second Week:

Show Coronet film "How Effective is Your Reading?" (details SQ3R)

How material is organized

Types of description

Main ideas

Relevant vs irrelevant details

Summarizing a paragraph

Vocabulary

Quiz on library skills

Individual work in problem area

Third Week:

Main ideas and relevant details

How material is organized

Comprehension through grammatical structure

Summarizing a chapter

Vocabulary

Individual work in problem areas

Fourth Week:

How material is organized in other curricular areas

How to read different kinds of material for main ideas

Summarizing a reading selection

How to select relevant details

Vocabulary

Individual work in problem areas

Fifth Week:

Reference skills

How material is organized

How to read and take notes for a research paper

Use of the card catalog

Outlining

Malapropism

Individual work in problem areas

Sixth Week:

Mid-term evaluation

Topic sentence

Main ideas and relevant details

Outlining

Generalizing

Vocabulary

Individual work in problem areas

Seventh Week:

Understanding what makes a selection coherent

Inductive and deductive order of ideas and details

Generalizing

Vocabulary

Individual work in problem areas

Eighth Week:

Following directions

Developing flexibility of rate (Skim, Rapid, and Intensive reading)

Understanding functions of beginning, middle, and end of reading

selection

Summarization

Individual work in problem areas

Ninth Week:

Outlining

Reading an analysis in social studies selection

How material is organized

Main ideas and supporting details

Summarizing

Understanding a process in the content areas

Comprehension through grammatical structure

Individual work in problem areas

Tenth Week:

Understanding propaganda

Critical reading

Summarizing

Figures of speech and sensory images

Individual work in problem areas

Eleventh Week:

Outlining

Analyzing comparison and contrast in history selection

Making judgments

Critical reading

Drawing conclusions

Individual work in problem areas

Twelfth Week:

Evaluation

Knowledge of test results

Plan for future refinement of skills

MATERIALS

Materials and equipment which are suitable for use in a community college reading study skills center are as follows: Tests, Practice Books, Supplementary Reference Books, Equipment and Miscellaneous Items.

TESTS

It is desirable that the test be administered by the counseling center before the student is enrolled in a reading study skills class, so that students may be assigned to classes according to reading level. One of the following tests may be selected.

1. California Reading Test--Advanced, Grades 9-14 (vocabulary, comprehension. California Test Bureau, Del Monte, Research Park, Monterey, California.

2. Cooperative English Test C2--High School and College (vocabulary, speed, comprehension). Cooperative Test Division, Educational Testing Service, Princeton, New Jersey.

3. Iowa Silent Reading Test--Grades 4-14 (reading rate, comprehension, vocabulary, paragraph meaning, sentence meaning, study skills). Houghton Mifflin Company, 2 Park Street, Boston 7, Massachusetts.

4. The Nelson-Denny Reading Test--Grades 9-16 (vocabulary, general comprehension). Houghton Mifflin Company, 2 Park Street, Boston 7, Massachusetts.

PRACTICE BOOKS

Practice books for use by students to help them improve their reading skills consist of many different kinds and levels. Some practice books emphasize some skills and some another; therefore a varied selection

of books should be available. Because the reading skills of students are so widely divergent, a program which works in one school may not be suited for another. Programs should be "tailor made" to meet the needs of each school. Some suggested practice books are:

1. Brown, James I. Efficient Reading (revised edition). Boston: D. C. Heath and Company, 1962.
This workbook is designed particularly for speed and comprehension. The print is rather small. Comprehension questions are in the back of the book rather than following the reading selection, which makes it somewhat difficult to use.
2. _____ . Projection Reading. New York: Educational Reading Aids Corporation, Carle Place, 1968.
Chapters are organized to focus in on a particular skill so that selected sections may be used. Instructions at the beginning of the selection tell the reader which paragraph to preview, how to read the selection, and which frames to turn back to for a comprehension check. It emphasizes a reading study-skills program.
3. Dallman, Martha, and Alma Sheridan. Better Reading in College. New York: Ronald Press, 1954.
Chapters are organized to focus in on a particular skill so that selected sections may be used. The workbook is expendable. It emphasizes a reading study-skills program.
4. Fowler, Richard. Reading-Writing Workshop. New York: Harcourt, Brace and World, Inc., 1968.
Chapters are broken down into a specific lesson for teaching a specific skill. It is specifically useful for working on individual problems. There is a well developed teacher's guide with correlating writing assignments. Some selections contain advanced vocabulary, but are interesting and humorous. There are differentiated assignments for slow readers and more capable readers. It is especially suited to a study-skills program.
5. Miller, Lyle L. Increasing Reading Efficiency. 3rd ed. New York: Holt, Rinehart and Winston, 1970.
The workbook is designed primarily around increasing rate and improving comprehension. Vocabulary improvement and critical reading skills are subordinated. Higher level study skills (analytical reading, critical reading) are not included. It is not a speed reading workbook, nor a remedial workbook. It is suited for developmental courses. There is a section on "how to study."

6. Preston, Ralph C., and Morton Botel. How to Study. Chicago: Science Research Associates, 1956.

The workbook is designed to teach skills of textbook reading, remembering, listening, report writing, studying, and taking examinations. The workbook is expendable. It is useful in a study-skills program.

SUPPLEMENTARY REFERENCE BOOKS

Many students become interested enough in improving their reading that they want additional reference material to read. Regardless of where they are placed in the reading laboratory, some of the following reference books are useful.

1. Carter, Homer L. J., and Dorothy McGinnis. Effective Reading for College Students. New York: The Dryden Press, 1957.
2. Causey, Oscar S. The Reading Teachers' Reader. New York: The Ronald Press Company, 1958.
3. Leedy, Paul D. Reading With Speed and Precision. New York: McGray-Hill Book Company, 1963.
4. _____. Reading Improvement for Adults. New York: McGraw-Hill Book Company, 1966.
5. Lewis, Norman. How to Read Better and Faster. 3rd ed. New York: Thomas Y. Crowell Company, 1958.
6. Spache, George C., and Paul C. Berg. The Art of Efficient Reading. New York: The Macmillan Company, 1955.
7. Pauk, Walter. How to Study in College. Boston: Houghton Mifflin Company, 1962.
8. Robinson, Francis P. Effective Study. New York: Harper and Brothers, 1961.
9. Shaw, Phillip B. Effective Reading and Learning. New York: Thomas Y. Crowell, 1963.
10. Weigand, George, and Walter S. Blake, Jr. A Study-Skills Manual for College Orientation. New Jersey: 1955.
11. Witty, Paul. How to Become a Better Reader. Chicago: Science Research Associates, 1953.

EQUIPMENT

1. Wall clocks (with sweep second hand)
2. Educational Development Laboratories (EDL) Controlled

Reader Junior for each student

3. Two Hoffman Audio Visual Machines and the complete program
4. Educational Materials Corporation (EMC) spelling cassettes and spelling tapes
5. Rheem Califone Perceptomatic Tachistoscope

MISCELLANEOUS ITEMS

1. American Heritage Dictionary
2. Readers' Digest Education Issue
3. EDL Listen and Read: Books G, H, I-1, and G, H, I-2
4. EDL Study Skills Library
5. EDL Word Clues: Books G, H, I, J
6. EDL Listening Tapes: "Listen," "Listen and Read," and "Listen and Write"

EVALUATION

Evaluation should occur as a continuing process in any reading program. Used effectively it is an important tool in good teaching. A test should serve as a "sign post" to the student so that he is informed whether or not he is making progress. It should also serve as a "guide post" to the teacher to indicate whether or not he needs to alter his instructional objectives or re-teach certain skills.

In this reading program a student should be involved in the evaluation, so that he can participate effectively in individual

conferences throughout the quarter. A mid-term examination should be given so that the student knows whether or not he is making progress toward his goals.

The effect on an individual of knowledge of his test results is often ignored. To learn where one stands on a reading test stimulates some students and makes them receptive to needed instruction and practice (27:95).

It is suggested that a different form of the same test be used for both preassessment and final evaluation, and that the mid-term evaluation be teacher-prepared materials developed in light of the student goals.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major objectives of this study were two fold. One objective was to investigate reading programs at the college level so that reading study skills necessary to do successful work could be identified. The other objective was to use this investigation as the basis for developing a community college reading study skills program and to identify the materials needed to implement the program.

The procedures followed were: the literature was reviewed to establish the extent to which similar studies had been made, and to identify skills needed for successful college work. The skills identified were: reading for a purpose and for main ideas and details, organizing material read, developing vocabulary and reading flexibility, improving comprehension and spelling, and developing ability to follow directions and to think critically.

A questionnaire was then circulated to community colleges in the metropolitan areas of California, Oregon, and Washington. The results of the questionnaire were tabulated and considered, as well as the opinions expressed by reading teachers at community colleges. Using the results of the information from the questionnaire, the findings from research, the opinions expressed by reading teachers at community colleges, and the writer's experience, a reading study skills program was developed to teach the skills needed at the community college level.

The reading teacher selected for the program should be able to do creative imaginative teaching, as well as be a person who is warm, empathetic, and sincere in his efforts to help students. He should have special training in the areas of reading as it is related to educational psychology.

The reading center services should be available to all students, whether it be by referral from an advisor or from the results of a standardized test. Students who seek help on their own should also be admitted to the program.

If the teacher engages in teacher-pupil planning of goals and methods of evaluation, the instructional approach is enhanced. Instructional goals should be clearly defined and classes should be individualized. For this reason, only one class period per week should be used for large group instruction. The balance of class periods should be spent in individual work on problems related to the pupils own area of difficulty. Whenever it is necessary, the teacher should form small groups wherein he should re-teach those skills not learned.

The instructional approach is further enhanced by using a variety of methods and materials throughout the course. The Language Experience Approach will be used the first week as a factor in preassessment. Other learning activities include a field trip, viewing a film, various kinds of oral and written assignments, large and small group discussions, and extensive use of the tape recorder, the accelerator and the tachistoscope. These teaching aids were selected to be used with the learning activities, as a result of reading, and of examination of the aids and the programs designed to go with them. The accelerator was selected to help improve reading habits, to improve recall, and enhance motivation. The Rheem

Tachistoscope has a good phonics program as does the Hoffman Audio Visual program. The Educational Development Laboratories Listening Tapes, Study Skills Library and the Educational Materials Corporation spelling cassettes are particularly adaptable for individualized programs. Readers' Digest Education Issue gives readers more contemporary material than is usually present in reading workbooks. Each of the workbooks were annotated because each has a different strength.

The successful completion of the different kinds of learning activities prescribed for each student, and the examinations given at mid-term and at the conclusion of the term should form the basis for evaluation. However, evaluation should be a continuing process throughout the quarter, as the instructor should have frequent conferences with the student for the purpose of evaluating his progress.

CONCLUSIONS

From the results of this study it has been found that programs at community colleges do not reflect the results of research which indicates that it makes little difference which teaching aids are selected or which types of reading materials are used. An analysis of the two sources of information makes the following conclusions seem valid.

Research Studies

1. Studies support the conclusion that there is no significant change in comprehension scores when a reading program is machine oriented or book oriented.
2. Both subject matter materials and general reading materials improve both textbook comprehension and general reading skills. Therefore,

it makes little difference in the kinds of materials used in a reading program.

3. Reading growth occurs as the result of directed instruction.

4. Individualization of programs contributes to the overall success.

Questionnaire Compilation

1. The same number of community colleges identify retarded readers by standardized tests as by other means.

2. All community colleges responding offer either two or three kinds of reading programs, suggesting that the diversity of community college students makes it necessary to offer more than one kind of program.

3. Thirty-one percent of the colleges responding indicated that they had no basic text. This further supports the conclusion that community college reading students are so diverse that no one text is suitable for use.

4. All programs surveyed are machine oriented, with 87% using accelerators, 80% using tachistoscopes, 67% using reading films, 47% using Shadowsopes, 53% using Language Masters, 13% using American Incentive to Read, and 53% using other programmed materials such as Bergen-Evans Vocabulary Records. The evidence suggested several conclusions among which were: (1) We are a nation of "gadget-oriented" people, so it seems the "thing-to-do" to purchase as many machines as possible. (2) There is a lack of well-trained reading teachers, as teachers with little training can function fairly successfully using professionally prepared programs. (3) Teachers who are setting up new reading programs have not used available research as a guide.

5. A majority of teachers concluded that vocabulary should be taught as an integral part of a reading course.

6. A majority of teachers prefer to teach vocabulary by a variety of methods and not by direct systematic instruction.

RECOMMENDATIONS

As a result of this study, it is recommended that:

1. This program be taught at a community college on the West Coast and its effectiveness evaluated.

2. This study be repeated involving larger numbers of colleges and evaluated.

3. The survey part of this study be repeated with selected community colleges on the East Coast, and the results be compared with the reading data from this study.

4. This program be taught to one class using no machines and to another class using the machines, and a comparison be made of the improvement in reading rate and comprehension.

5. It is recommended that community colleges included in this study consider the results when designing new programs and selecting materials.

BIBLIOGRAPHY

1. Berger, Allen, and Leonard S. Braam, "Effectiveness of Four Methods of Increasing Rate, Comprehension and Flexibility," Journal of Reading, 11:346-52, February, 1968.
2. Blake, Walter S., Jr., "College Level, Study Skills Program--Some Observations," Junior College Journal, 25:148-150, October, 1954.
3. Blake, Walter S., Jr., "Study Skills Programs," Journal of Higher Education, 26:97-99, February, 1955.
4. Carlton, Lessie, and Norene Raines Kirth, New Prospectives in Education for Business, Washington, D. C.: National Business Education Association, 1963. 438 pp.
5. Carpenter, Edmunds, "Effects of New Media on Current English Speech," Reading in a Changing Society, 4:11-17, 1959.
6. Carter, Homer L. J., "Effective Use of Textbooks in the Reading Program," Starting and Improving College Reading Programs, 155-163, April, 1959.
7. Crewe, James C., "The Effect of Study Strategies on the Retention of College Text Material," Journal of Reading Behavior, 1:2:45-51, Spring, 1969.
8. Dechant, Emerald V., and Henry P. Smith, Psychology in Teaching Reading, New Jersey: Prentice-Hall, 1961. 470 pp.
9. Dubois, Ronald L., "Improvement of Textbook Comprehension in College Reading Classes," Journal of Reading, 13:113-118, November, 1962.
10. Fortenberry, Warren D., "Reading Needs in High School and College," Reading Improvement Journal, II:2:35-36, Winter, 1965.
11. Harris, Chester W. (ed), Encyclopedia of Educational Research, 3rd ed., New York. 1086-1135 pp.
12. Hill, Walter R., "Factors Associated With Comprehension Deficiency of College Readers," Journal of Developmental Reading, 3:2:84-92, Winter, 1960.
13. Karlin, Robert, "Personal Interest Inventory," Teaching Reading in High School, Indianapolis: Bobbs-Merrill, 1964.
14. Kingston, Albert J., "The Relationship of High School and College Reading Programs," Significant Elements in College and Adult Reading Improvement, 24-29, March, 1958.

15. Kilby, Richard W., "Remedial Reading and Scholastic Success," Journal of Educational Psychology, 35:513-534, December, 1945.
16. Lee, Maurice A., "Results of a College All Freshman Reading Improvement Program," Journal of Developmental Reading, 2:1:20-31, Autumn, 1958.
17. Lyon, Ruth Stone, "Provisions for Establishing and Maintaining an Improved Reading Service for the University of Utah," Masters Thesis, 1966.
18. Madeira, Sheldon, "Pennsylvania's Mandated Reading Program," Journal of Developmental Reading, 5:4:221-226.
19. Mayhew, Jean B., and Carl H. Weaver, "Methods of Reading Improvement at the College Level," Journal of Developmental Reading, 3:2:75-81, Winter, 1960.
20. National Association of Secondary School Principals Curriculum Report, "Reading Rates and Comprehension, Do They Go Hand in Hand," Education Digest, 33:44-47, March 1966.
21. Olson, Arthur V., and Alpheus Sanford, and Fred Ohnmacht, "Effectiveness of Freshman Reading Program," Journal of Reading, 8:75-83, November, 1964.
22. Pauk, Walter J., "Scholarly Skills or Gadgets," Journal of Reading, 8:4:23-239, March, 1964.
23. Pauk, Walter J., "College Reading and Study Skills Center at Cornell University," Journal of Developmental Reading, 3:3, Spring, 1960.
24. Pauk, Walter J., "Basic Skills Needed in College Reading," Reading for Effective Living, International Reading Association, 3:44-46, 1958.
25. Pauk, Walter J., "The Art of Skimming," Reading Improvement Journal, II:2:29-31, Winter, 1965.
26. _____, "The Deprived Student in the Two-Year College: New Breed With a New Need," Publishers Weekly, 189:26-31, January 3, 1966.
27. Robinson, Francis P., Effective Study, New York: Harper & Brothers. 1961. 278 pp.
28. Strang, Ruth, Reading Diagnosis and Remediation, Delaware: International Reading Association, 1968. 190 pp.
29. Thompson, Warren C., "Book-Centered Course vs Machine-Centered Course in Adult Reading Improvement," Journal of Educational Research, 49:437-445, February, 1956.
30. _____, Teacher Development Program, Basic Course, Corporation of the Church of Jesus Christ of Latter Day Saints, 1971. 351 pp.

APPENDIX A

QUESTIONNAIRE AND COVER LETTER

February 3, 1971

Attn: Reading Specialist

Gentlemen:

Won't you take five minutes of your time to complete the attached questionnaire and return it to me in the enclosed stamped envelope by February 20? The questionnaire is part of a study to determine the need for development of reading programs and materials suitable for community colleges and constitutes the basis for my Master's Degree in Reading. Other phases of this research project cannot be carried out until analysis of the questionnaire data is made. Results of this study will aid other schools in setting up or revising their reading programs.

The reading (sic) staff at Central Washington State College and I will welcome any additional suggestions or comments that you have concerning college reading programs. Thank you for your cooperation.

Sincerely,

Mrs. La Ree C. Rasmussen

Attachment (1)

QUESTIONNAIRE

Instructions: Mark the appropriate response to each question with an X in the blank line provided.

1. How do you identify retarded readers when they enter college?

Standardized reading test _____
 Group intelligence test _____
 Achievement battery _____
 Teacher ratings _____
 Other (Specify _____) _____

2. If a standardized reading test was given, was it given to the student more than six months before college entrance? _____

3. Is your reading course available to all students? _____

4. What type reading course do you give?

Remedial (structural analysis, phonetics, etc.) _____
 English study skills (Reading for point of view, tone, theme, characterization, use of Readers' Guide, Education Index, etc.) _____
 Reading improvement (focus on improving speed and comprehension) _____
 Other (Specify _____) _____

5. Is there a basic text?
 Give title and author. _____

6. Is a supplemental text used? _____

Students choose their own supplemental text. _____
 Teachers select supplemental text. _____
 Give title and author of teacher-selected text. _____

7. What reading aids do you use?

Accelerator (Specify _____) _____
 Tachistoscope (Specify _____) _____
 Reading films (Specify _____) _____
 Shadowscope _____
 American Incentive to Read _____
 Language Master _____
 Hoffman Audio-Visual Materials _____
 Basal Reader (Bankstreet Readers, etc.) _____

Free reading in paperbacks _____
Daily newspapers _____
Other (Specify _____) _____

8. Should vocabulary development be included in a college reading course? _____

9. What method should be used?

Incidental (as the need arises) _____
Direct, systematic teaching _____
Study of roots, prefixes, suffixes _____
Structural analysis _____
Other (Specify _____) _____
None _____

10. Please give any suggestions or make any comments that you think would be of value in forming a reading course.

APPENDIX B

TABLES I-VI

TABLE I
METHOD OF IDENTIFICATION OF RETARDED READERS

Method of Selection	Number of Schools Using the Method	Percentage of Schools Using the Method
Standardized Reading Test	5	33%
Group Intelligence Test	0	0%
Achievement Battery	1	7%
Teacher Ratings	3	20%
Other*	5	33%
Total Schools Responding to Questionnaire	14	93%
No Response Received From Questionnaire	1	7%
Total Questionnaires Circulated	15	100%

*Counselor and Advisor Referral, Student Request, Word Recognition Test, Cloze Test, Speed Test, Writing Sample Based on Reading With Objective Answer Section

TABLE II

READING COURSES OFFERED AT SCHOOLS

KINDS OF READING COURSES	Schools Offering One Program		Schools Offering Two Kinds of Programs		Schools Offering Three Kinds of Programs		Schools Offering No Programs		Schools Not Responding	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Remedial			3	9.75	5	16.0				
Study Skills			3	9.75	4	13.0				
Reading Improvement	2	7.0	3	9.75	5	16.0				
Other*			3	9.75	1	3.0			1	3.0
TOTAL	2	7.0%	12	39.0%	15	48.0%	1	3.0%	1	3.0%

*Tutorial Assistance, Learning Laboratory, Developmental, Advanced, and Individualized

TABLE III
KINDS OF TEXTBOOKS USED BY SCHOOLS

School	Basic Text	No Basic Text	Teacher Choice Supplemental Text	Student Choice Supplemental Text	No Response Basic Text	No Response Supplemental Text
1	X			X		
2	X		X			
3	X					X
4	X					X
5	X		X			
6	X		X			
7		X				X
8	X					X
9		X				X
10		X		X		
11		X		X		
12	X		X			
13		X	X			

School 14 - No Response
School 15 - No Program

TABLE IV

KINDS OF READING AIDS USED BY SCHOOLS

School	Accelerator	Tachistoscope	Reading Films	Shadowscope	American Incentive to Read	Language Master	Hoffman	Basal Reader	Paperback Books	Newspaper	Other
1	X	X	X	X	X	X		X	X		X
2	X	X	X	X		X					X
3	X	X									
4	X	X	X								X
5	X		X						X		
6	X	X		X		X			X		
7	X	X	X			X					
8	X	X	X	X	X	X	X		X	X	X
9	X	X	X	X				X			X
10	X	X	X						X	X	X
11	X	X				X		X	X	X	X
12	X	X	X	X		X		X	X		
13	X	X	X	X		X					X

School 14 - No Response

School 15 - No Program

TABLE V
SCHOOLS WHO PREFER VOCABULARY DEVELOPMENT IN THE READING COURSE

Place in the Curriculum	Number of Schools Responding	Percentage of Schools
Should be Included	12	80.0%
Should be Taught as a Separate Class	1	6.7%
No Response	1	6.7%
No Program	1	6.6%
TOTAL	15	100%

TABLE VI

PREFERRED METHODS FOR TEACHING VOCABULARY

School	Incidental	Systematic	Roots Prefixes & Suffixes	Structural Analysis	Other	One Method	Two Methods	Three Methods	Four Methods	All Five Methods	Not Included in Course
1	X	X	X	X	X					X	
2	X	X	X	X	X					X	
3	X	X					X				
4		X	X				X				
5		X	X	X				X			
6			X		X		X				
7	X		X	X	X				X		
8		X	X	X				X			
9		X	X	X				X			
10	X					X					
11		X	X	X	X				X		
12	X	X	X	X	X					X	
13											X

School 14 - No Response

School 15 - No Program

APPENDIX C

USING THE CARD CATALOG

STEPS IN LOCATING INFORMATION

GUIDE SHEET FOR WRITING OBJECTIVE DESCRIPTION

USING THE CARD CATALOG

Name _____

Class _____

USE THE CARD CATALOG TO ANSWER THE FOLLOWING QUESTIONS:

1. Leonard Wibberly wrote a series of four fiction books about the American Revolution. List them.
2. Frank Donovan wrote The Brave Traitor. Who is this book about? Is it fiction or non-fiction?
3. Who was Benjamin Rush? In what section of the library will you find a book about him?
4. What is the call number for Turncoats, Traitors and Heroes?
5. How many non-fiction books on spies does our library have?
6. Who wrote the biography Ethan Allen? What is the copyright date of this book?
7. What is the title of the book Isaac Asimov wrote about the Revolutionary War?
8. Battle Lanterns is a book about the part the Swamp Fox, Francis Marion, played in the American Revolution. Who is the author?
9. What is the book The Flagship Hope about? What kind of book is it? Be specific.
10. Does our library have the book Johnny Tremain? If so, who is the author?
11. What is the book Lock, Stock and Barrel about?
12. The book Green Cockade is about what famous person? Who wrote the book?
13. How many books do you find listed under the subject Bunker Hill?

STEPS IN LOCATING INFORMATION

Name _____

Class _____

Use the following guide sheet when completing an assignment which requires you to locate information.

Steps

1. Analyze the question. What do I want to know?
2. Classify the question. What is it about?
 - (1) Does it belong in the category of history, science, religion, social studies, etc.
 - (2) Limit it to a definite part of this broad category.
3. Select the key words in the question you are reading to answer. Underline these words. The key words will guide you in checking various indexes for the topic you are trying to locate.
4. Examine the catalog file in the library for all related subject cards.
5. Copy the author, title, and call number from the books you think might contain the information you are looking for. (The call number is in the upper left hand corner of the catalog card.)
6. When you have located the desired books on the shelves examine them for an index. If they contain an index, check to see if the topic you are looking for is included in the index.
7. Note the chapter headings, the main heads, and sub-headings in the books you are examining. Use them to guide you in locating your facts more quickly.
8. Remember your speed in reading. Skim to locate the section you wish. Read carefully to locate the facts.
9. Identify the main thought and supporting details.
10. Note the sequence of ideas--Does one thought follow another in logical order?
11. Make an outline of the information you wish to use in your report or theme. Use your own words.
12. Take notes on pertinent details that support the major headings in your outline.
13. Include a summary of the information in your own words.

GUIDE SHEET FOR WRITING OBJECTIVE DESCRIPTION

Name _____

Class _____

1. Most description tends to either be objective (an accurate, precisely detailed picture) or impressionistic (reflecting the writer's feelings about his subject). How a writer combines these types, and whether he emphasizes one or the other depends upon his purpose in writing. In this exercise, keep your opinions in the background by avoiding words like "slimy, wonderful, and freakish."
2. Complete the following chart, filling in details of physical characteristics for each part. The first two have been done for you.

PART	LOCATION, SHAPE	COLOR, TEXTURE
nose	upper surface is flat shaped like a square box	brownish black
nostrils	round	black
eyes		
ears		
head		
torso and coat		
tail		
legs		
paws		