

I. COURSE DESCRIPTION:

Department Information:

Division: Humanities

Department: Adult Literacy and College Preparation Skills

Course ID: READ 100

Course Title: College Academic Reading

Units: 3

Lecture: 3 hours

Prerequisite: Reading 015 or eligibility for Read 100 as determined through the SBVC assessment process.

Catalog Description:

Designed to help students improve analytical reading and critical thinking required for reading college textbooks as well as works of literature, including advanced, college-level vocabulary, comprehension improvement, the relationship of language to thinking, drawing sound inferences, distinguishing between fact and opinion, understanding bias and propaganda, and evaluation of evidence in addition to literal comprehension skills.

Schedule Description:

Designed to improve analytical reading and critical thing as required by academic textbooks and literature, including college-level vocabulary development, comprehension, relationship of language to thinking, drawing inferences, and evaluating evidence.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS

Upon completion of the course, the student should be able to:

- A. Employ several methods of vocabulary development, including word attack, context clues, word analysis and dictionary use.
- B. Use interpretive skills in writing cohesively about literature, showing knowledge of concepts of characterization, setting, tone, plot and style.
- C. Use a number of approaches for reading and comprehending college level texts.
- D. Employ analytical reading skills that emphasize seeing relationships between main ideas and supporting details.
- E. Summarize accurately and completely the main idea and key details of an article or chapter.
- F. Compose critical analysis papers that show skill in evaluating evidence, noting inferences, drawing conclusions, and comparing/contrasting.
- G. Employ appropriate study skills such as note-taking, outlining, mapping, and SQ3R.

IV. CONTENT:

- A. Vocabulary Development
 1. Etymology and word parts
 2. Dictionary use
 3. Pronunciation
 4. Context clues
 5. Study cards
 6. Workbook activities
- B. Comprehension
 1. Main idea (stated and implied)
 2. Supporting details
 3. Drawing inferences
 4. Modes of discourse (exposition, narration, description, persuasion)
 5. Author's purpose
 6. Methods of development
 7. Patterns of organization
 8. Language and tone
 9. Fact vs. opinion

10. Bias and propaganda
11. Effective vs. ineffective argument
- C. Analyzing Fiction (short story, novel)
 1. Plot
 2. Character
 3. Setting
 4. Theme
 5. Style

V. METHODS OF INSTRUCTION:

Methods will vary by instructor but may include:

- A. Lecture
- B. Audio and videotape presentations
- C. Computer-assisted research and practice
- D. Workbook and textbook practice activities
- E. Reading response journals or short writing assignments
- F. Literary analysis (discussion of literature and writing of papers)
- G. Reading laboratory practice with various programs as needed

VI. TYPICAL ASSIGNMENTS:

- A. Vocabulary Development:
 1. Students complete reading and word meaning exercises in one chapter of Popkin, Vocabulary Exercises. Class discussion clarifies meaning, pronunciation, part of speech of assigned words. In preparation for quiz, students make vocabulary study cards to encourage self-testing on word meanings, synonyms, use of words in sentences. Quiz tests ability to match words in sentences, match words with synonyms, and write clear sentences using words correctly.
- B. Comprehension:
 1. Students read an article or editorial on a current issue. They identify main idea and major supporting details. They write a summary of the article and share different versions in class discussion. They identify the author's opinion on the issue and state other possible opinions about the issue. They anticipate how the issue will be resolved. Finally, they state and support their own opinion about the issue, and write up the whole assignment as a short paper. Students complete this assignment for 10 different articles (some teacher-assigned, some self-chosen).
- C. Analysis of fiction:
 1. Students read a variety of short stories and write one-paragraph responses. Each one-paragraph assignment focuses on a different element of fiction. A sample writing prompt: "Read stories A, B and C on pp. X-X. These three stories illustrate different narrative points of view. Choose one of the stories and write a paragraph in which you identify the narrative point of view, illustrate it, and explain how the point of view contributes to the effect of the story." This assignment helps prepare students for writing a literary analysis essay in which they will consider many elements of fiction in a novel.

VII. EVALUATION

- A. Methods of Evaluation (varies by instructor, but could include):
 1. Diagnostic pre-and post-tests using the Nelson-Denny Reading Test or other standardized test confirm the student's placement in the class and show progress but are not used for grading.
 2. Regular vocabulary quizzes, review activities, and final mastery test. Sample test question:
 - a. Rapid reading is defined as
 1. reading through understanding and/or memorization.
 2. reading for the purposes of getting a general idea of the reading material.
 3. reading quickly, looking over a selection to get the general idea.
 4. skimming, emphasizing a few words.

3. Evaluation of students' literary and current issue analyses. Students are graded on their ability to demonstrate college-level reading and writing as well as critical thinking through writing and discussion.

B. Frequency

1. At least 10 weekly vocabulary quizzes
2. At least two written literary analysis essays and at least ten analyses of contemporary issues.
3. Two or more major tests covering comprehension concepts and application of skills 1/3 and 2/3 through the semester.
4. One final exam at end of semester

VIII. TYPICAL TEXT(S)

- A. Maker, J. College Reading, Book 2, 6th edition. FL: Harcourt, 2000.
- B. Lewis, J. Academic Literacy, 3rd edition. NY: Houghton Mifflin, 2003.
- C. Cortina, J. New Worlds: An Introduction to College Reading. NY: McGraw-Hill, 2000.
- D. Advanced Word Power Software
- E. Advanced Vocabulary Skills Software
- F. Getting Focused Software

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

- A. A recent college-level dictionary.
- B. Lab packet for lab practice exercises if instructor so requires.

PREREQUISITE COURSE

Target Course: Reading 100, College Academic Reading

Prerequisite Course: Reading 015, Preparation for College Reading

Instructions:

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Student Outcomes" section of the Course Outline ("upon completion of the course, the student should be able to...")
2. Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical 2=Very Helpful 3=Desirable

Skills Analysis

Exit Skills in Prerequisite Course	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
Decode and encode words using phonetic and structural analyses and vocabulary development.	X	1
Differentiate between connotative, denotative meanings.	X	2
Demonstrate an understanding of word affixes and roots.	X	2
Employ basic and advanced comprehension skills at tenth-grade level, based on Fry's Readability Scale.	X	1
Provide written and oral responses to readings showing critical thinking skills.	X	1
Complete one level (300 words) of vocabulary development showing understanding of meaning, pronunciation, and usage.	X	2
Read at or above tenth-grade level based on a standardized test or alternative assessment instrument.	X	1