

COURSE OUTLINE

Revision: Tim Walsh April 2008

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| DEPARTMENT: | Academic Programs |
| CURRICULUM: | Developmental English |
| COURSE TITLE: | College Preparatory Reading and Study Skills, III |
| COURSE NUMBER: | ENGL 095 |
| TYPE OF COURSE: | College Preparatory |
| AREA(S) OF KNOWLEDGE: | None |
| COURSE LENGTH: | 1 quarter |
| CREDIT HOURS: | 5 |
| LECTURE HOURS: | 55 |
| LAB HOURS: | 0 |
| CLASS SIZE: | 25 |
| PREREQUISITES: | Appropriate placement testing |

COURSE DESCRIPTION:

This course is designed to prepare students to handle the demands of college-level reading. It is a content-based course predicated on the principle that reading is an active process of thinking, best taught in the context of the whole language. Students are taught to seek the relationships between ideas, to access their own background knowledge, to establish a purpose for reading, and to read with an inquiring and critical mind. Also students are taught to monitor, regulate and take responsibility for their own learning.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively.
3. Critical Thinking and Problem Solving - Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, ideas and art. Take pride in one's work.
5. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Use specific study skills
2. Use a strategic approach in preparing to read
3. Master techniques for building a college-level vocabulary
4. Use text structure as a basis for comprehension
5. Apply study-reading techniques
6. Improve reading efficiency
7. Apply literal, interpretive, and evaluative comprehension skills to college level material
8. Respond appropriately to essay questions

TOPICAL OUTLINE:

- I. Foundation Skills
 - A. Pre-reading Techniques for Active Reading
 - a. Survey and Predication
 - b. Preliminary questions
 - c. Schema activation
 - d. Establishment of purpose
 - e. Identification of cognitive and meta-cognitive skills
 - B. Vocabulary Development
 - a. Content clues
 - i. Direct and indirect definitions
 - ii. Synonyms and antonyms
 - iii. General sense
 - b. Word Structure Clues
 - i. Roots

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- ii. Suffixes
- C. Text Structure
 - a. Main ideas and supporting statements
 - b. Detail patterns
 - c. Clue words
- II. Efficient Study-Reading
 - A. Study Reading Systems
 - B. Learning Style as a Meta-cognitive Tool
 - C. Textbook Marking and Note taking
 - D. Using Memory Techniques
 - E. Increasing Reading Rate
 - F. Comprehension Monitoring and Self-regulated Learning
- III. Comprehension Skills
 - A. Critical Reading
 - a. Compare/contrast
 - b. Infer
 - c. Conclude
 - d. Judge
 - B. Interpretive Reading
 - a. Style
 - b. Tone
 - c. Mood
 - C. Reading in the Disciplines
 - a. Definition and Explanation
 - b. Description and Narration
 - c. Opinion and Persuasion
 - d. Graphic Reading

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| SLO # | Included in Course Objective Number | SSCC Student Learning Outcomes |
|---------|-------------------------------------|---|
| SLO 1.1 | 2, 3, 4, 6, 7, 8, 9 | Communication - Read and listen actively |
| SLO 1.2 | 1, 5, 6, 7, 9 | Communication - Speak and write effectively |
| SLO 2.1 | | Computation - Use mathematical operations |
| SLO 2.2 | | Computation - Apply quantitative skills |
| SLO 2.3 | | Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills |
| SLO 3.1 | 1 | Human Relations - Use social interactive skills to work in groups effectively |
| SLO 3.2 | | Human Relations - Recognize the diversity of cultural influences and values |
| SLO 4.1 | 1 – 9 | Critical Thinking and Problem Solving - |
| SLO 5.1 | 8 | Technology - Select and use appropriate technological tools |
| SLO 6.1 | 1 | Personal Responsibility - Be motivated and able to continue learning and adapt to change |
| SLO 6.2 | 1 | Personal Responsibility - Value one's own skills, abilities, ideas and art |
| SLO 6.3 | | Personal Responsibility - Take pride in one's work |
| SLO 6.4 | | Personal Responsibility - Manage personal health and safety |
| SLO 6.5 | | Personal Responsibility - Be aware of civic and environmental issues |
| SLO 7.1 | 1, 8 | Information Literacy - Access and evaluate information |
| SLO 7.2 | 1, 8 | Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society |

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