

COURSE OUTLINE

Revision: D. Mirabella, April 2008

DEPARTMENT:	Academic Programs
CURRICULUM:	Visual, Literary and Performing Arts
COURSE TITLE:	The Art of Reading
COURSE NUMBER:	ENGL 109
TYPE OF COURSE:	Academic Transfer
Special Requirement Met:	None
AREA(S) OF KNOWLEDGE:	Language and Speech
COURSE LENGTH:	1 quarter
CREDIT HOURS:	1 - 5
LECTURE HOURS:	11 - 55
LAB HOURS:	0
CLASS SIZE:	25
PREREQUISITES:	Appropriate placement testing

COURSE DESCRIPTION:

This course offers students a variety of experiences in college-level reading. Emphasis is on the critical analysis of works selected from across the disciplines. Students develop a strategic approach to efficient reading and active learning.

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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listed 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. Recognize the diversity of cultural influences and values.
3. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems and making decisions.
4. Technology – Select and use appropriate technological tools for personal, academic and career tasks.
5. 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. Be aware of environmental issues.
6. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. To read and write analytically, critically, reflectively and effectively
2. To evaluate arguments by identifying logical fallacies, false appeals and other manipulative techniques.
3. To actively read and mark, narrative and expository works
4. To consider and examine the written word as a tool of communications, persuasion, and self-expression
5. To employ analysis and synthesis in developing a personalized study-reading strategy.
6. To use meta cognition as a guiding principle for monitoring, regulating and evaluating one’s learning
7. To engage in collaborative work through groups, classroom activities, and formal and informal discussion.

TOPICAL OUTLINE

- I. The scope of reading
 - a. Reading as an informative act
 - b. Reading as a creative act
 - c. Reading as an interpretive act
 - d. Reading as an interactive act
 - e. Reading as a social act

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TOPICAL OUTLINE (cont.)

- II. Getting involved with the text
 - a. Reading responses
 - i. Rapid reading
 - ii. Active reading
 - iii. Close reading
 - iv. Responsive reading
 - b. Writing to enhance learning
 - i. Marking
 - ii. Annotation
 - iii. Summarizing
 - iv. Paraphrasing
 - v. Questioning
 - vi. Reflecting
 - vii. Responding
 - viii. Note taking
 - ix. Cognitive mapping
 - x. Analyzing and evaluating
 - c. Making meaningful/thinking critically
 - i. Analyzing structural elements
 - ii. Identifying rhetorical patterns
 - iii. Identifying purpose and audience
 - iv. Inferring meaning and drawing conclusions
 - v. Observing elements of style
 - vi. Determining the effectiveness of stylistic devices
 - vii. Determining mood/tone
 - viii. Analyzing and evaluating arguments
 - ix. Comparing, contrasting and synthesizing ideas and view points from related readings
 - x. Judging credibility and recognizing manipulation
 - xi. Identifying and challenging assumptions and beliefs
 - d. Learning in a community
 - i. Participate in class discussion
 - ii. Engage in small group activities and discussion
 - iii. Give constructive feedback and share opinions on assignments

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SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1, 3, 4	Communication - Read and listen actively
SLO 1.2	1, 2	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	7	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2	3	Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	2, 4	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1	5	Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2		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	8	Information Literacy - Access and evaluate information
SLO 7.2		Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society

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1. To read and write analytically, critically, reflectively and effectively
2. To evaluate arguments by identifying logical fallacies, false appeals and other manipulative techniques.
3. To actively read and mark, narrative and expository works representative to the literary arts; individuals, cultures and societies; and the natural world.
4. To consider and examine the written word as a tool of communications, persuasion, and self-expression.
5. To employ analysis and synthesis in developing a personalized study-reading strategy.
6. To use meta-cognition as a guiding principle for monitoring, regulating and evaluating one's learning.
7. To engage in collaborative work through groups, classroom activities and formal and informal discussion.
8. To use print and electronic sources for basic research.