

Skyline College
Official Course Outline of Record

Date: April 2008

1. TITLE:

READ 836 Academic Reading Strategies

3.0 Units. Three lecture hours per week, plus one hour by arrangement per week.

Prerequisite: Completion of READ 826 or ESOL 840, or 841 and 842, or ESOL 864 with Credit or a grade of C or higher, or eligibility for READ 836 on approved college Reading placement test and other measures as necessary.

Corequisite: Concurrent enrollment in ENGL 836, if indicated by college Placement Test.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description: An introduction to college reading to improve vocabulary, comprehension, critical reading strategies, study-reading, and reading efficiency techniques to prepare students for college English and other courses across the curriculum.

B. Schedule of Classes description:

This course prepares students for English 100 and other courses across the curriculum by emphasizing the reading skills and study techniques necessary for understanding and successfully completing those classes.

4. COURSE JUSTIFICATION:

This course is for students pursuing their AA/AS degrees and/or planning on transferring. Reading 836 also satisfies the Language and Rationality in Group B for the AA or AS degree and prepares students for English 100/105.

5. STUDENT LEARNING OUTCOMES (SLO's):

Upon completion of the course, students will be able to:

- Literal comprehension: Demonstrate a literal comprehension of developmental level readings.
- Critical comprehension: Analyze, synthesize, and evaluate developmental reading material.
- Application of study-reading strategies: Determine and apply appropriate text study-reading strategies.
- Metacognition: Perceive themselves as competent college-level readers and thinkers.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- A. Develop critical reading skills of developmental level, pre-college readings from diverse cultural sources and perspectives.
- B. Analyze, interpret, discuss and write about a range of pre-college level texts from across the curriculum which will include at least one full-length work.

- C. Demonstrate the ability to use a variety of study-reading strategies appropriate to the text.

7. COURSE CONTENT:

- A. Vocabulary development
 - 1. Prefixes, suffixes, roots
 - 2. Dictionary use (parts of speech, pronunciation, appropriate definition choice)
 - 3. Use of context clues
 - 4. Strategies for remembering new vocabulary
- B. Reading comprehension of paragraphs, short essays, excerpts from text chapters, fictional and non-fictional readings, and one full-length work
 - 1. Distinguish between main idea and supporting detail
 - 2. Understand relationships between ideas
 - 3. Determine organizational patterns and methods of development
 - 4. Apply the appropriate study-reading techniques to determine meaning
 - 5. Compare the author's perspective to their own.
 - 6. Identify and analyze structure of arguments and supporting evidence.
- C. Introduction to critical reading which may include some or all of the following:
 - 1. Figurative language
 - 2. Denotation and connotation
 - 3. Inferences
 - 4. Fact and opinion
 - 5. Purpose, tone, and bias
 - 6. Fallacies
 - 7. Truth and validity of arguments
- D. Study-reading Strategies
 - 1. Previewing
 - 2. Annotating
 - 3. Outlining
 - 4. Mapping
 - 5. Summarizing
 - 6. Questioning
 - 7. Journaling
- E. On line and hard copy research
 - 1. Evaluations of web source information
- F. Efficient Reading
 - 1. Determine individual reading rate
 - 2. Practice in improving reading rate

8. REPRESENTATIVE METHODS OF INSTRUCTION:

A. Methods of instruction typically used are lecture, lecture and discussion, small group discussion, individual exercises, media use, textbook use, computer use, library research, and individual student conferences with the instructor.

B. Reading and writing assignments are primarily done outside of class, and homework reading and writing assignments are given at most, if not all, class meetings. Writing assignments of varying lengths may be based on the reading assignments although not limited to those reading assignments. Textbook exercises of varying lengths may be made also. Assignments are primarily non-fiction, analytical and/or argumentative, text-based reading and writing assignments.

9. ASSIGNMENTS:

Several examples of typical assignments include:

- Read an article from *Newsweek* magazine about "China's Empty Nesters" and then summarize the article, compare American empty nesters to the Chinese empty nesters, explain the change of Chinese philosophy regarding the importance of male versus female children.
- After completing the novel, *The Kite Runner*, students can compare Amir to Hassan; develop their ideas about one possible theme of the novel; discuss how the ethnic discrimination of the Hazara affected the lives of Hassan and Ali; analyze how the politics of Afghanistan affected each of the characters' lives; write a journal in which they summarize the story and quote from the story adding their personal responses.
- Before reading *The Color of Water*, students go to the library for an introduction to research on the internet by a reference librarian. Following the introduction, students complete a mini-research oral presentation of the specific civil rights issue and problems for Afro-Americans in the South in the 1940's (such as the Klu Klux Klan, literacy tests and poll taxes), Orthodox Judaism, pogroms, Hassidic Jews, Harlem, and WASPs. Students outline and orally present the information as historical/social/political/religious background before the first discussion of the book.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option

Credit/No Credit or Letter grade will be based on:

- Journals: Written responses to readings and class discussions
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading
- Quizzes: Satisfactory comprehension of the material
- Homework: Completed assignments reflecting adequate understanding of the information
- Midterm and Final Exam: Demonstrated competence in comprehension of readings at the pre-college level

11. RECOMMENDED or REQUIRED TEXT(S):

Assign primarily non-fiction selections and one full-length text. Please consult the department handbook and the ENGL 846 course outline for additional suggestions.

RECOMMENDED TEXTS:

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|--------------------------|--|---------|---------------|------|
| McWhorter, Kathleen, | <i>Guide to College Reading</i> | 7th ed. | Pearson | 2006 |
| Spears, Deanne | <i>Developing Critical Reading Skills</i> | 7th ed. | McGraw Hill | 2006 |
| Smith, Brenda | <i>Bridging the Gap</i> | 9th ed. | Pearson | 2007 |
| Wassman, Rose and Rinsky | <i>Effective Reading in a Changing World</i> | 3rd ed. | Prentice Hall | 2000 |

FULL-LENGTH NON-FICTION BOOKS

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|----------------------|---------------------------|----------------|------|
| Baca, Jimmy Santiago | <i>A Place to Stand</i> | Grove Press | 2001 |
| McBride, James | <i>The Color of Water</i> | Penguin Books | 1996 |
| Dog, Crow Mary | <i>Lakota Woman</i> | Harper's Press | 1990 |

FULL-LENGTH FICTION BOOKS:

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|-------------------|-------------------------------------|---------------|------|
| Garcia, Christina | <i>Dreaming in Cuban</i> | Ballentine | 2004 |
| Hosseini, Khaled | <i>The Kite Runner</i> | Penguin Books | 2003 |
| Lahiri, Jhumpa | <i>Interpreter of Maladies</i> | Mariner Books | 2006 |
| Morrison, Toni | <i>Sula</i> | Penguin Books | 1973 |
| Negri, Paul | <i>Great American Short Stories</i> | Dover | 2002 |
| Tsukiyama, Gail | <i>Women of the Silk</i> | St Martin's | 1991 |

SUPPLEMENTAL BOOK:

Adler, Mortimer. *How to Read a Book*. Touchstone Press: 1972.