

Course Outline

COURSE: ENGL 260P **DIVISION:** 10 **ALSO LISTED AS:** ENGL 260

TERM EFFECTIVE: Spring 2013 **CURRICULUM APPROVAL DATE:** 05/14/2012

SHORT TITLE: PREP/COLLEGE READING

LONG TITLE: Preparation for College Reading

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	17.34	Lecture:	3	52.02
		Lab:	0	0
		Other:	0	0
		Total:	3	52.02

COURSE DESCRIPTION:

This is a course presenting strategies in the technique and practice of college level critical reading and thinking skills. This course is pass/no pass. **COREQUISITE:** ENGL 250P

PREREQUISITES:

COREQUISITES:
ENGL 250P

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES
P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Use critical thinking skills, such as deciphering fact and opinion, bias, and logical fallacies.

Measure: quizzes, written exam, class discussion, written demon

PLO:

ILO: 1, 2, 4

GE-LO: A9

Year Assessed:

2. Develop and engage in higher order thinking skills, including analysis, comparison/contrast, synthesis, inference, and classification.

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 1, 2, 4

GE-LO: A1

Year Assessed:

3. Employ successful study behaviors, including notetaking, annotation, learning styles, and test-taking-skills

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 1, 2, 4, 6

GE-LO: E1

Year Assessed:

4. Formulate and practice successful approaches to learning college-level vocabulary, including identifying meaning through context, differentiating connotation and denotation, and dictionary skills

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO: A5

Year Assessed:

5. Demonstrate the ability to respond to college-level reading through paraphrase, summary, and responses to questions about reading selections

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO: A6

Year Assessed: 2012

6. Decipher and explain main idea, supporting points, tone, purpose, figure of speech, and point of view

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO: A1

Year Assessed:

7. Distinguish the link between rate and comprehension and demonstrate rate flexibility by practicing techniques for faster reading and adjusting rate for purpose

Measure: class discussion, written demonstration, performance

PLO:

ILO: 1, 2

GE-LO: A1

Year Assessed:

8. Apply research skills to enhance reading comprehension, such as finding background information on a given text, which may include evaluating sources and basic internet skills

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 2, 1, 4

GE-LO: A5

Year Assessed:

9. Distinguish components of a variety of college-level reading material, including textbooks, scholarly journal articles, newspaper articles, essays, and works of fiction and poetry

Measure: quizzes, written exam, class discussion, written demonstration

PLO:

ILO: 1, 2, 4

GE-LO: A7

Year Assessed:

10. Utilize a variety of tools for reading comprehension, which may include graphic organizers, SQR3, PPPC, learning logs, and/or KWL+ charts

Measure: class discussion, written demonstration, project

PLO:

ILO: 2, 1, 4

GE-LO: A7

Year Assessed:

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/14/2012

12 Hours

CONTENT: Introduction of course and general college information; participate in ice breakers and community building activities; utilize graphic organizers for reading assignments; work in small groups with reading assignments and graphic organizers; practice and learn vocabulary in context and dictionary skills, introduce reading process.

HOMEWORK: Read various college-level essays and answer questions, annotate, and/or provide written responses; study vocabulary.

STUDENT PERFORMANCE OBJECTIVES: To gain an understanding of the course

procedures and objectives; to gain a sense of belonging and identity in the academy; to gain communication and interaction skills, to learn new vocabulary; to practice and gain skills for college-level reading; to gain better understanding of the reading process.

15 Hours

CONTENT: Introduce and practice deciphering main idea and supporting points; utilize graphic organizers for reading assignments; work in small groups with reading assignments; learn and practice analysis, comparison/contrast, synthesis, inference, and classification; practice questioning techniques; practice and learn vocabulary-building techniques; continued discussion of reading process; learn about learning styles and study skills; learn about and practice reading rate and rate flexibility; test for reading rate.

HOMEWORK: Read various college-level essays and answer questions, annotate, and/or provide written responses; practice faster reading rate; study vocabulary.

STUDENT PERFORMANCE OBJECTIVES: To decipher and explain main ideas and supporting points; to practice utilizing tools for reading comprehension; to learn new vocabulary; to gain communication and interaction skills; to understand reading rate; to gain better understanding of the reading process and themselves as learners

15 Hours

CONTENT: Learn and practice summarizing and paraphrasing college-level essays; practice inference and other reading techniques; work in small groups with full-length book text and book project; utilize graphic organizers in group work; learn and apply study techniques; learn best practices for responding to college-level reading response questions, including quoting and paraphrasing and using RAPS; take mid-term.

HOMEWORK: Read book-length text and complete book project assignments; create summaries; complete quote journal; study for midterm.

STUDENT PERFORMANCE OBJECTIVES: Create an effective summary; to respond effectively in writing to college-level reading response questions; to learn and practice utilizing tools for reading comprehension of a book-length text; to gain communication and interaction skills; to utilize study skills and demonstrate comprehension by taking midterm exam.

10 Hours

CONTENT: Continue learning about and practicing effective response to college-level reading; work in large group seminars with full-length book reading assignment; learn fact vs. opinion, bias and logical fallacies in non-fiction texts; learn and analyze for tone and mood; learn and apply research skills to enhance reading comprehension; learn and apply schema theory.

HOMEWORK: Read various college-level essays and answer questions, annotate, and/or provide written responses; create seminar papers for full-length book text; practice schema activation techniques.

STUDENT PERFORMANCE OBJECTIVES: To respond effectively in writing to college-level reading response questions; to learn and practice whole group discussion; to apply devices of analysis to non-fiction texts; utilize study skills and demonstrate comprehension by taking final exam.

2 Hours

Final exam

STUDENT PERFORMANCE OBJECTIVES: Students will use the skills they've developed to fully analyze the readings. They will compare/contrast the life of J.D. Salinger to that of Forester in the film, "Finding Forester."

HOMEWORK: Weekly Journal Entry

WEEK 16 3 HOURS

CONTENT: Approaches to the Textbook. SQ3R.

STUDENT PERFORMANCE OBJECTIVES: Students will practice approaches, such as SQ3R, to approaching, reading, and understanding textbooks. They will also practice good study skills, especially as they pertain

to college textbooks.

HOMEWORK: SQ3R a chapter of a textbook of choice.

Weekly Journal Entry

WEEK 17 3 HOURS

CONTENT: Review Skills and prepare for final exam.

STUDENT PERFORMANCE OBJECTIVES: Students will practice acquired skills as needed to prepare for final exam.

HOMEWORK: Read essay from textbook.

Weekly Journal Entry

WEEK 18 2 HOURS

FINAL EXAM

Included in content section.

METHODS OF INSTRUCTION:

1. Lecture presentations and classroom discussions. In-class instructor guided interpretation and analysis.
2. Student participation (Class discussions, panel presentations, oral reading, etc.)
3. In-class and out-of-class Film/video presentations to supplement lectures.
4. Guest speakers when appropriate and available.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

The problem-solving assignments required:

None

The types of skill demonstrations required:

None

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 50% - 70%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 0% - 0%

Objective examinations: 30% - 50%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Recommended:

Fjeldstad, Mary, *The Thoughtful Reader*, Wadsworth Cengage Learning, 2009, or other appropriate college level text.

ISBN: 1-4130-3347-4

Reading level of text, Grade: 12th Verified by: Jessica Hooper

Other textbooks or materials to be purchased by the student: Two full-length book texts, fiction and non-fiction, such as *The Curious Incident of the Dog in the Night-Time* by Mark Haddon and *True Notebooks* by Mark Salzman

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: A

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours: 3

Minimum Hours: 3

Course Control Number: CCC000528091

Sports/Physical Education Course: N

Taxonomy of Program: 152000