

Course Outline

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

TERM EFFECTIVE: Fall 2018 **CURRICULUM APPROVAL DATE:** 03/12/2018

SHORT TITLE: PREP/COLLEGE READNG

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	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54
		Total Learning Hrs:	162	

COURSE DESCRIPTION:

This is a course presenting strategies in the technique and practice of college level critical reading and thinking skills. Also listed as English 260P. This course has the option of a standard letter grade or pass/no pass. **PREREQUISITE:** Eligibility for English 420.

PREREQUISITES:

- Completion of ENGL 420, as UG, with a grade of C or better.
- OR
- Completion of ESL 562, as UG, with a grade of C or better.
- OR
- Score of 06 on CTEP Reading
- OR
- Score of 3150 on Accuplacer English Reading

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Students will distinguish between fact and opinion, identify bias, and employ critical thinking skills, such as metacognition, analysis, synthesis, and inference.

Measure of assessment: journals, quizzes, analysis responses, etc.

Year assessed, or planned year of assessment: 2018

Semester: Fall

2. Students will demonstrate the ability to respond to readings through paraphrasing, summarizing, interpreting, and evaluating texts.

Measure of assessment: summaries, annotations, quizzes, written responses, presentations, etc.

Year assessed, or planned year of assessment: 2018

3. Students will decipher and discuss a text's main idea, supporting points, tone, purpose, figure of speech, point of view, and rhetorical mode.

Measure of assessment: quizzes, written exams, journals, written demonstrations, class discussions, presentations, etc.

Year assessed, or planned year of assessment: 2018

4. Students will apply research skills to enhance reading comprehension, such as finding background information on a given text and evaluating sources.

Measure of assessment: research journals, research projects, quizzes, written exams, etc.

Year assessed, or planned year of assessment: 2018

5. Students will distinguish components and functions of a variety of texts and genres, including textbooks, scholarly journal articles, newspaper articles, essays, non-fiction, fiction, and poetry.

Measure of assessment: annotations, journals, written responses, quizzes, etc.

Year assessed, or planned year of assessment: 2018

6. Students will utilize a variety of strategies for improving comprehension and vocabulary, such as through activating schema, distinguishing the link between reading rate and comprehension, creating graphic organizers, writing journals, and utilizing context clues, and applying effective study skills.

Measure of assessment: journals, presentations, quizzes, written responses, etc.

Year assessed, or planned year of assessment: 2018

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

Curriculum Approval Date: 03/12/2018

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

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.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description: journals, annotations, metacognitive reading assignments, essays, etc.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

50% - 70% Written homework; Essay exams; Term papers

Objective examinations

Percent of total grade: 30.00 %

30% - 50% Multiple choice; True/false; Matching items

REPRESENTATIVE TEXTBOOKS:

Recommended Representative Textbooks

Brenda D. Smith. Bridging the Gap: College Reading (12th edition). Pearson,2016.

ISBN: 9780134072760

Reading Level of Text, Grade: 10th Verified by: Dana Young

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

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV A3, effective 200670

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: Y

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:

Minimum Hours:

Course Control Number: CCC000322108

Sports/Physical Education Course: N

Taxonomy of Program: 152000