

5. **CLASS SCHEDULE DESCRIPTION** (See Stylistic Considerations, p. 10; include Prerequisites/Corequisites/Recommended Preparation):

Overview of the theory and practice of college-level critical reading skills needed for successful academic performance with emphasis on the following: (1) critical and analytical evaluation of college-level expository and argumentative texts, (2) critical analysis and evaluation of research and Internet material, (3) application of the skills to articles, fiction, and nonfiction reading, and (4) college-level vocabulary development. Plus one hour per week by arrangement. **Prerequisite:** READ 830 with a grade of C or appropriate skill level indicated by the Reading Placement tests and other measures. Credit/No Credit or letter grade option. (This course satisfies the Reading Competency requirement for AA/AS degree.) (CSU)

6. **COURSE OBJECTIVES** (See Stylistic Considerations, pp. 11-13):

Upon completion of the course, the student will be able to

- (a) Analytically read college-level expository and argumentative text
- (b) Read and reason deductively and inductively
- (c) Recognize explicit and implicit main ideas plus rhetorical patterns
- (d) Apply critical comprehension skills: inference, fact and opinion, judgment, tone, bias, style, purpose, denotation, connotation
- (e) Develop and recognize analytical reasoning skills as applied to reading propaganda, assumptions, faulty analogies, non-sequiturs, deductive and inductive patterns, argument, and fallacious reasoning
- (f) Analyze pro/con sides of an issue
- (g) Critique/evaluate printed and electronic sources
- (h) Demonstrate the ability to critically read material from various content-area disciplines
- (i) Apply critical and analytical reading skills a book-length work
- (j) Develop a college-level, discipline-based vocabulary

7. **COURSE CONTENT AND SCOPE** (See Stylistic Considerations, pp. 13-14):

(Attach topical outline and relate specific objective with content)

Objectives a, b, c, d, e, f, & h

Critical and analytical evaluation of college-level expository and argumentative texts

- Active reading – prereading, annotating, assimilating, reinforcing
- Sentences and paragraphs: explicit & implicit main ideas, importance of patterns
- Methods of interpreting a text & consolidating views
- Functions of discourse, emotive words, agreement & disagreement
- Inference, judgment, denotation, connotation, tone, fact & opinion, analogy, point of view, and figurative language

- Inductive, deductive, & fallacious reasoning
- Evaluation of arguments- emotional appeal
- Critically read college-level expository essays and readings from across the disciplines
- Writing as a learning tool – notetaking (Cornell), summary writing, and concept mapping

Objective g

Critical analysis and evaluation of research and Internet material

- Reading online versus reading printed text

Objectives a, b, c, d, e, and f

Critical and analytical evaluation of articles, fiction, and nonfiction reading

- Application of the skills to articles from various disciplines, fiction (short stories), and nonfiction reading

Objective i

Critically read a book-length work

Objective j

Intensive work with college-level vocabulary

- Context clues, etymology, and discipline-based college vocabulary

8. **INSTRUCTIONAL METHODS** (*Instructor-initiated learning strategies; see Stylistic Considerations, pp. 14-16*):

- Instructor modeling, demonstration, and lecture to introduce/reinforce analytical/critical reading skills and vocabulary
- Small and large group discussion and strategy practice of analytical/critical reading skills and vocabulary
- Individual reading application of analytical/critical reading skills
- Computer, video, and internet activities (by arrangement) assigned on an individual basis to reinforce all course objectives

9. **MULTIPLE METHODS OF EVALUATION** (*Measurements of course objectives; see Stylistic Considerations, pp. 14-16*):

- Quizzes, tests, and final exam - Objectives a,b,c,d,e,f, g, h, I, and j
- Individual homework assignments (including reading and writing assignments) and/or portfolios - Objectives a,b,c,d,e,f, g, h, I, and j
- Small group and individual assignments and/or presentations- Objectives a,b,c,d,e,f, g, h, I, and j
- Writing assignments such as journal, formal summaries, evaluations, critical analysis of readings or Internet work, problem-solving research, and pro/con papers, and short and long essay exams - Objectives a,b,c,d,e,f, g, h, I, and j

10. **REPRESENTATIVE TEXT MATERIALS** (See Stylistic Considerations, pp. 17):

Select a book from EACH category. If any other text is used, please notify all full-time CSM reading faculty.

a. **Textbooks:**

- Spears, D. ,*Developing Critical Reading Skills* , 6th Edition, McGraw Hill, NY, 2003
- Rose, M. and Kiniry, M. *Critical Strategies for Academic Thinking and Writing*, 3rd Edition, Bedford Books, Boston, 1998

b. **Vocabulary Book:**

- Lewis, Norman, *Word Power Made Easy*. (cover minimum of half of entire book during semester)

c. **Books related to analytical reading (use 1 or 2 books):**

Possible choices-

*Non-fiction and /or fiction (minimum of 300 pages) related to critical and analytical reading skills covered in class

d. **Dictionaries (optional)**

- *American Heritage Dictionary* , (paperback) Houghton Mifflin, 2001

11. **REQUIRED OUT-OF-CLASS ASSIGNMENTS** (Supplemental reading, outside projects; see Stylistic Considerations, pp. 14-16):

- Reading and writing assignments using class textbook
- Application of reading techniques to various print and online media sources
- Writing assignments such as journal, formal summaries, evaluations, critical analysis of readings or Internet work, problem-solving research, and pro/con papers, and short and long essay exams -objectives a, b, c, d, e, f, g, h, and i

12. **WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:**

- Journals
- Formal Summaries
- Cornell notes
- Concept Mapping
- Short and Long Essay Exams

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