

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 11-21-08

Department: Read Number: 830
Course Title: College and Career Reading Units: 3

Total Semester Hours: Lecture: 48 Lab: Homework: 80 By Arrangement: 16

Length of Course

- Semester-long
 Short course (Number of weeks _____)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

3. Recommended Preparation (Attach Enrollment Validation Form.)

Read 825 with a grade of C or higher or appropriate skill level indicated by the Reading Placement tests and other measures.

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(Pass/No Pass or letter grade option.) Minimum of 48 lecture hours plus 16 hours by arrangement per term. Recommended Preparation: Read 825 with a grade of C or higher or appropriate skill level indicated by the Reading Placement tests and other measures. Emphasis on applying reading strategies to comprehend and retain textbook information and perform better on academic and career-related tests. Analysis of expository writing, including extended textbook passages, work documents, and fictional writing, essential to proficient reading in college course and job-related reading. Additional focus on recognition of an author's thesis, supporting details, point of view, purpose, tone, bias, and conclusions through in-depth analysis of essays, textbook excerpts, and book-length works. Intensive work with vocabulary and word origins. Qualifies as preparation for READ 400 and READ 405. A materials fee as shown in the Schedule of Classes is payable upon registration. (AA)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Emphasis on applying reading strategies to comprehend and retain textbook information and perform better on academic and career-related tests. Analysis of expository writing, including extended textbook passages, work documents, and fictional writing, essential to proficient

reading in college course and job-related reading. Additional focus on recognition of an author's thesis, supporting details, point of view, purpose, tone, bias, and conclusions through in-depth analysis of essays, textbook excerpts, and book-length works. Intensive work with vocabulary and word origins. Plus minimum of 16 hours by arrangement per term. Qualifies as preparation for READ 400 and READ 405. A \$5.00 materials fee is payable upon registration. **Recommended Preparation:** Read 825 with Pass or a grade of C or higher or appropriate skill level indicated by the Reading Placement tests and other measures. Pass/No Pass or letter grade option.

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

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

- Develop and apply higher level reading comprehension skills (by building on the SLOs of READ 825) to fictional writing and to more complex and lengthy reading materials (of 4-6 pages) such as textbook excerpts, essays, and work documents.
 - (a) Recognize the importance and usefulness of metacognitive awareness and apply to literal and critical comprehension strategies.
 - (b) Analyze textbook excerpts, essays, work documents, and fictional writing for topics, stated and implied main ideas, theses, major/minor details, patterns of organizations/transitions, and inferences
 - (c) Analyze textbook excerpts, essays, work documents, and fictional writing for critical reading strategies including point of view, bias, tone, mood, purpose, audience, figurative language, connotation/denotation, conclusions, and fact/opinion.
- Apply study-reading skills of SQ3R-type methods, margin notes, outlining, mapping, summary writing, annotating, and graph reading to comprehending reading materials and in preparation for tests from the readings.
- (a) Analyze college-level words, structurally and contextually, and use new vocabulary in reading and writing. (b) Apply the strategies to new vocabulary in reading and writing.
- Read for enjoyment by acquiring a deeper understanding of
 - (a) the basic elements of fiction such as plot and character development, and
 - (b) the basic elements of nonfiction through predicting and visualizing.
- Apply critical reading skills such as point of view, purpose, tone, inferences, conclusions, figurative language, connotation/denotation, bias, audience, and mood to the fiction and nonfiction books.

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

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

- (a) Apply literal and critical comprehension skills to textbook excerpts, essay (minimum of 4 -6 pages), work documents, and fictional writing: topics, stated and implied main ideas, thesis, major/minor details, patterns of organization/transitions, inferences, point of view, purpose, tone, bias, and conclusion Distinguish fact from opinion and connotation from denotation

- (b) Apply study reading skills of SQ3R-type study method, outlining, mapping, margin notes, summary writing in preparation for tests from readings
- (c) Analyze words, structurally and contextually
- (d) Use new vocabulary (reading and writing)
- (e) Read for enjoyment and assess the plot, character development, point of view, purpose, tone, inferences, and conclusions and other aspects of each book
- (f) Demonstrate reading competence appropriate for entrance into Read 400 or 405

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Objectives a, b, c, f, and g

- *Literal and critical comprehension skills applied to textbook excerpts, essay (minimum of 4-6 pages), work documents, and fictional writing
 - _stated and implied main idea/thesis
 - _major/minor details
 - _patterns or organizations/transitions
 - Inferences, purpose, point of view, tone, bias, and conclusion

Objectives b, e, f, and g

- *Fact/opinion, denotation, connotation, and figurative language applied to textbook excerpts, essays (minimum of 4 - 6 pages), and fictional writing

Objectives c and g

- *Study reading skills applied to textbook excerpts and essays (minimum of 4 - 6 pages)
 - SQ3R-type study method
 - margin notes
 - mapping
 - outlining
 - test taking skills
 - annotations

Objectives d, e, and g

- *Vocabulary
 - analyze words contextually and structurally
 - integrate words and their meanings into various reading and writing

Objectives a, b, c, f, and g;

Enjoyment

- recommended fiction/non fiction books (1-2) appropriate for this level of readers
- literal and inferential comprehension

9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.

- *Instructor modeling, demonstration, and lecture to introduce/reinforce comprehension topics, vocabulary, and study reading skills

- *Small and large group discussion and strategy practice of reading comprehension, vocabulary, study reading skills and books read for enjoyment
- *Individual reading application of comprehension and study reading skills
- *Computer, video, and internet acivities (by arrangement) assigned on an individual basis to reinforce course objective - reading comprehension, vocabulary development, study reading skills, and reading for enjoyments
- *Instructor assigned individual activities designed to supplement classroom instruction and provide guided practice on concepts taught in the course is prescribed for the hours by arrangement (either in the Reading/ESL Center, online, or a combination of both).

10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

- *Quizzes, test, and final exam - Objectives a, b, c, d, e, f, and g
- *Individual homework assignments (including reading and writing assignments) and/or portfolios - Objectives a, b, c, d, e, f, and g
- *Writing assignments, such as journal and formal summaries supplemented by annotations, margin notes, maps, and/or outlines - Objectives a, b, c, and e

11. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)
Select a book from EACH category. If any other text is used, please notify all full-time CSM reading faculty.

a. Textbooks

*Smith, *Bridging the Gap*, 9th Editon, Longman, New York, 2008

*Wassman, R. and Rinsky, L. *Effective Reading in a Changing World*, 3rd Edition, Prentice Hall, NJ, 2008

McWhorter, K., *Efficient and Flexible Reading* 7th Edition, Longman, 2004

McWhorter, K. *Reading Across the Disciplines*, 2nd Edition, Longman, 2006

b. Weekly magazine or journal

*Newsweek Magazine

*Time Magazine

*Vocabulary Book:

*Lewis, *Instant Word Power* (cover entire book during semester)

d. Books for reading enjoyment (use 1 or 2 books):

Nonfiction and/or fiction (Minimum of 250 pages each)

Kite Runner

Gifted Hands

The Lovely Bones

Dictionaries (optional)

American Heritage Dictionary (paperback) Houghton Mifflin, 2001

E. Supplemental reading from textbook chapters and /or articles from magazines such as The Smithsonian, etc.

12. REQUIRED OUT-OF-CLASS ASSIGNMENTS (Supplemental reading, outside project t)


*Weekly reading and writing assignments using class textbooks and magazines for all course objectives


*Weekly application of reading techniques to various print and online media sources

*Objectives - all course objectives

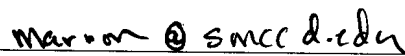
*Weekly writing assignments for articles and books for enjoyment

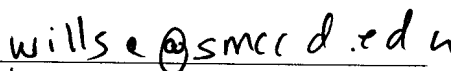
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