

College of San Mateo Course Outline

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

Date: April 20, 2011

Department: READ **Number:** 400
Course Title: Academic Textbook Reading **Units:** 3.0
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)

FLC Calculation: $48/16 = 3$ FLCs

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

READ 830 with a grade of C or higher or appropriate skill level indicated by the Reading placement tests and other measures.

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

None

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

None

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

READ 400 (3) Pass/No Pass or letter grade option. Minimum of 48 lecture hours and 16 by arrangement hours per term. Prerequisite: READ 830 with a grade of C or higher or appropriate skill level indicated by the Reading placement tests and other measures.

Improve your academic success by learning to effectively read full-length chapters and accompanying tests for many college disciplines. Emphasis on (1) application of advanced study reading strategies to actual college chapters/tests, (2) evaluation of textbook materials as critical and analytical readers, and (3) intensive work with college-level vocabulary. Provides reading preparation for various transfer courses such as sociology, history, philosophy, biology, and nursing. A materials fee as shown in the Schedule of Classes is payable upon registration. (AA, CSU)

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

Improve your academic success by learning to effectively read full-length chapters and accompanying tests for many college disciplines. Emphasis on (1) application of advanced study

reading strategies to actual college chapters/tests, (2) evaluation of textbook materials as critical and analytical readers, and (3) intensive work with college-level vocabulary. Provides reading preparation for various transfer courses such as sociology, history, philosophy, biology, and nursing. Plus a minimum of 16 hours by arrangement per term. Prerequisite: READ 830 with 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. A materials fee of \$_____ is payable upon registration. (AA, CSU)

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:

- 1) Develop and apply a variety of advanced reading and study strategies (by building on the SLOs of READ 830) to comprehend full-length chapters in 4-6 various content-area texts such as sociology or psychology, history, biology, and philosophy and original documents:
- 2) Demonstrate successful comprehension of assigned content-area textbook chapters by successfully passing actual tests for discipline textbook chapters and original documents, including essay exams.
- 3) Develop and use a college-level, discipline-based vocabulary through a variety of strategies, including contextual and structural analysis.
- 4) Use the reading of a book-length work to enrich and expand textbook learning of one or more of the content-area chapters used in the course.
- 5) Demonstrate reading competency by successfully relating all above objectives to courses taught in various content-area disciplines.

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, students will be able to

- 1) apply a variety of advanced reading and study strategies to comprehend full-length chapters in 4-6 various content-area texts (such as sociology or psychology, history, biology, and philosophy) and original documents:
 - * apply and evaluate the principles of learning and memory to her/his own cognitive processes, including metacognition;
 - * critically and analytically read textbook chapters and original documents;
 - * demonstrate the ability to actively read textbook chapters and original documents using strategies such as prereading, annotating, assimilating, and reinforcing techniques;
 - * apply test-taking methods and test-item analysis to read and pass publisher-made and instructor-made content-area tests of chapters read for the course;
 - * use textbook designs and visual aids to facilitate reading to learn;
 - * use writing as a learning tool by annotating (including margin notes), outlining, making Cornell notes, paraphrasing, summarizing, constructing concept maps, and taking lecture notes, creating matrices, making objective and essay test questions, and taking notes of powerpoint presentations/using power point handouts;
 - * demonstrate reading competency appropriate for college-level textbooks across the curriculum by analyzing, synthesizing, and evaluating ideas and theories from texts and original documents.

2) Demonstrate successful comprehension of assigned content-area textbook chapters by successfully passing actual tests for discipline textbook chapters and original documents, including essay exams.

3) Develop and use a college-level, discipline-based vocabulary through a variety of strategies, including contextual and structural analysis.

4) Use the reading of a book-length work to enrich and expand textbook learning of one or more of the content-area chapters used in the course.

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.)

The outline reflects all course content and objectives. However, instructors may use different content area chapters than the chapters listed below.

Objective 1

Quick Review of College-Level Reading Skills:

- *Reading/making graphs
 - determining main ideas and correctly reading graph content
- *Context Clues
- *Inferences
- *Connotation/Denotation
- *Figurative Language & similes, metaphors, personification
- *Stated & Implied main idea
- *Major details
- *Fact and Opinion
- *Bias
- *Author's point of view
- *Tone
- *Purpose (3 types)

Objective 3

Example: Word Power Made Easy (college-level vocabulary with emphasis on the prefixes, roots, and suffixes in each word)

*Do exercises in book, use a memory system, and take bi-weekly tests on the definitions and using some of the words in sentences

Objective 4

Example: Snow Mountain Passage followed by DVD assignment

- *How to read literature (handout)
 - *Apply figurative language, literature characteristics, relate to race and ethnicity chapter, fallacies, etc.
 - *Demonstrate comprehension at literal, inferential, and affective levels
- Relate to history chapter: "Immigration, Expansion, and Sectional Conflict 1840-1848"

Relate to sociology chapter: "Race and Ethnicity"

Objectives 1 and 2

Example: "Race & Ethnicity" Chapter (from Sociology 100):

- *SQ3R (& lab DVD "How to Read a Textbook" if students have not seen it)
- *Preview/Survey Map and Questions
- *Annotations (lab "Textbook Marking" activity and class correction)
- *Topic-style margin notes (start after watching lab DVD "Organizing Textbook Information" and applying methods to a biology chapter excerpt)
- *Modified Cornell Notes (after watching lab DVDs "Lecture Notetaking" and "Notetaking and Memory Skills")
- *Understanding content theory/ understanding 3 major sociology theories
- *Matrices: how to make/use and advantages/application to sociology theories
- *Bloom's taxonomy and how to use it for studying for tests
- *Application of Bloom's taxonomy to studying for "Race and Ethnicity" test
- *Publisher-made tests and how to study for them (after lab DVD "Guidelines for Multiple-Choice Tests")
- *9 types of social science objective test questions (excluding history) and application to some of study guide questions for "Race & Ethnicity"
- *Importance and use of study guides/practice tests
- *Short essay exams (after watching lab DVD "Writing the Essay Exam")
 - how to get most points and save time
 - in-class practice using sociology test
- *How to memorize and the Silver Dollar Memory Technique
- *Study Groups: qualities of good study groups and evaluation
- *In-class hour-long objective and short-answer sociology test on the chapter
- *Individual error analysis of selected test questions

Example: "Environmental Problems" Chapter (from Sociology 105):

- *Outlining a chapter....how to adjust outline format
- *Continue reviewing/applying all other skills (except modified Cornell notes) covered in "Race and Ethnicity" chapter
- *In-class hour-long objective and short-answer sociology test on the chapter
- *Individual error analysis of selected test questions

Example: Fallacies

- *Read and discuss fallacies book and apply to current news/events.
- *Apply selected fallacies to textbook content (do lab a computer program, "Reasoning Skills" and pass a mastery test).
- *Apply selected fallacies to the novel, Snow Mountain Passage, on a critical reading test

Example: "Immigration, Expansion, and Sectional Conflict: 1840-1848" Chapter (History 201):

- *How to study history
- *Concept maps using margin notes: format and application
- *Time line
- *Lecture notes (taking notes using modified Cornell method)
- *Short answer essay history tests (different from other subjects) and practice related to the history chapter
- *Long, in-class essay exams - how to be successful, creating format using a

history test question, review of corrected tests, and application to question related to this history chapter

- * Identification of bias in textbooks and application to original documents (American perspective versus Mexico's perspective of the Mexican American War)
- *Continue reviewing/applying all other skills (except modified Cornell notes) covered in "Race and Ethnicity" chapter
- *Summary writing using margin notes
- *Application of summary writing to 2 essays from history class
- *In-class hour-long objective and short-answer history test on the chapter
- *Individual error analysis of selected test questions

Example: "Population Dynamics" Chapter (Biology 100 and 110):

- *How to study science or how to study biology
- *Sentence Concept maps (as per biology instructor materials) - format
- *Application of sentence concept maps to biology chapter
- *Taking notes of power point presentations and studying for tests using powerpoint
- *Continue reviewing/applying all other skills (except modified Cornell notes) covered in "Race and Ethnicity" chapter
- *In-class hour-long objective and short-answer biology test on the chapter
- *Individual error analysis of selected test questions

Example: Philosophy and Math

- How to study philosophy - 6 handouts, sample readings, and discussion of topics requested by philosophy department
- How to study math (1 handout)

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.**

TEACHING STRATEGIES

- * Instructor modeling, demonstrating, and lecture to introduce/reinforce comprehension topics, vocabulary, and study-reading skills.
- * Small and large group discussion and strategy practice of reading comprehension, vocabulary, application of study-reading skills to textbook chapters and original documents, and books read for enjoyment.

- * Individual reading application of comprehension and study-reading skills to textbook chapters and original documents
- * Computer, DVD, and internet activities (by arrangement) assigned to introduce topics applied later in class, to provide background knowledge (schema), and to provide guided practice on concepts taught in the course
- * Instructor use of inductive reasoning to help students develop memory skills, use metacognition, learn and apply study reading techniques, and read original documents.
- * Instructor assigned individual activities designed to supplement classroom instruction and assist student comprehension of textbook chapters.

OUT-OF-CLASS ASSIGNMENTS

1. Reading textbook chapters, a novel, and original documents
2. Completion of assigned textbook chapter reading and application of various study-reading strategies to the chapters
3. Doing vocabulary book exercises - learning the prefixes, roots, and suffixes in addition to the definition and usage of the vocabulary
4. Applying and memorizing prefixes, roots, suffixes and definitions
5. Using various study techniques to memorize and apply content of textbook chapters in preparation for tests
6. Practicing comprehension and study-reading skills using assigned materials in the Reading and ESL Center.

HOUR-BY-ARRANGEMENT ASSIGNMENTS

This course requires sixteen hours by arrangement. Students are required to work with textbook/workbook materials, modules, and/or computer programs focusing on vocabulary and comprehension skills. Work is carried out under faculty supervision in the Reading and ESL Center. Completion of by arrangement hours is a requirement of the course.

IN-CLASS ASSIGNMENT ACTIVITIES

- * Activating schema and using metacognition to reinforce concepts in textbook chapters
- * Small group work followed by class discussion of various study-reading strategies and memory techniques for each of the textbook chapters
- * Use of inductive methods in class discussion to help students determine what is important to read and retain in the chapters
- * Demonstrating/modeling how to read, annotate, and do various study-reading strategies followed by class application in pairs/small groups then class discussion follow-up
- * Demonstrating the use of matrices to understand theories/perspectives in various disciplines
- * Student group and individual analysis of homework (application of study-reading strategies to textbooks used at CSM in various disciplines)
- * Individual analysis of test errors and test-taking methods for each of the disciplines studied

OTHER ACTIVITIES:

- * Correcting and discussing homework in partner/small group/and large group situations.
- * Taking quizzes, tests, and a final exam.

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.)

Methods of evaluation may include but are not limited to:

- *Quizzes, tests, and final exam
- *Individual homework assignments
- * Writing assignments such as journal and formal summaries, annotations, margin notes, modified Cornell notes, outlines, concept maps, sentence-concept maps, preview maps, and essay exams
- *

One possible method to determine grade measurement of a student's progress toward course objectives is as follows:

- *Homework - 15%
- *Reading Skill Tests AND Textbook Chapter Tests - 30%
- *Vocabulary Tests - 15% (drop lowest grade)
- *Fiction Book Tests - 10%
- *Final Exam 30%

NOTE: Weight of the Reading and ESL Center lab hours is left to the discretion of the individual instructor. The hours could be a requirement of passing the course or a percentage in determining whether the student receives a Pass or a No Pass. Students should understand that the by arrangement hours are an essential and meaningful part of the course no matter how the instructor chooses to "weight" them.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

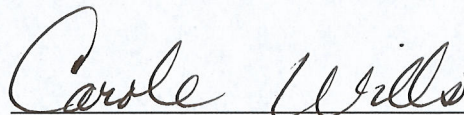
REPRESENTATIVE CLASSROOM TEXTBOOK:

1. Read 400 Textbook Chapters (shrink-wrapped chapters used at CSM in various disciplines), 2011
2. Word Power Made Easy by Norman Lewis, 1991
3. Fallacies by Critical Thinking Foundation, 2006
4. Snow Mountain Passage by James Houston, 2001

REPRESENTATIVE LAB MATERIALS:

1. Snow Mountain Passage assignments, developed by instructor
2. Organizing Textbook Information, K. Thayer, Purdue University, 2003
3. Reasoning Skills, Queue Inc., 1990
4. History article assignments from Historical Viewpoints, Vol 1, to 1877 John Garraty ed, 9th Edition, Longman 2003
 - (a) "Everyday Life in the US Before the Civil War"
 - (b) "Black Slaveowners"
5. Additional DVDs (5)

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