Department: Read  Number: 825
Course Title: Introduction to College 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)

FLC Calculation: 48/16 = 3 FLCs

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

3. Recommended Preparation (Attach Enrollment Validation Form.)

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

read 825 Introduction to College Reading (3) Pass/No pass or letter grade option.
Minimum of 48 lecture and 16 hours by arrangement per term. Recommended Preparation: ESL 857 or appropriate skill level indicated by the Reading placement tests and other measures.

Instruction in techniques for improving skills basic to college reading. Focus on comprehension, vocabulary building, and college study-reading skills using a variety of nonfiction and fiction materials. Includes books for enjoyment, written responses to text, and use of computers. Provides reading preparation for ENGL 828, ESL 400, and READ 830. Units do not apply toward AA/AS degree. A materials fee as shown in the Schedule of Classes is payable upon registration (except for online sections).

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

Instruction in techniques for improving skills basic to college reading. Focus on comprehension, vocabulary building, and college study-reading skills using a variety of nonfiction and fiction materials. Includes books for enjoyment, written responses to text, and use of computers. Plus minimum of 16 lab hours by arrangement per term. Provides reading preparation for ENGL 828, ESL 400, and READ 830. Recommended Preparation: ESL 857 or appropriate skill level indicated by the Reading placement tests and other measures. A materials fee of $____ (waived for online sections) is payable upon registration.
Pass/No Pass grade or letter grade option. May be taken twice for a maximum of 6 units. Units do not apply toward AA/AS degree.

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. Apply comprehension skills to paragraphs and short selections (minimum of 2-4 pages).
2. Use writing to demonstrate reading comprehension.
3. Recognize and use new vocabulary in course reading materials and writing.
4. Apply basic study-reading strategies.

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.***

1. Develop & apply comprehension skills to paragraphs & short selections (minimum of 2-4 pages):
   - Recognize the importance & usefulness of identifying topics, stated & implied main ideas, major/minor details, patterns of organization/transitions, & drawing inferences
   - Analyze academic paragraphs & short selections by breaking them down into their basic comprehension elements such as topics, stated & implied main ideas, major/minor details, patterns of organization/transitions, and inferences
   - Demonstrate the use of basic comprehension strategies, such as identifying topics, stated & implied main ideas, major/minor details, patterns of organization/transitions, and drawing conclusions, to understand the meaning of what students have read.

2. Use writing to develop and demonstrate reading comprehension
   - Use writing as a means/tool to predict, clarify, and analyze the meaning of a variety of textual materials, including academic, fiction, and nonfiction works
   - Use writing to demonstrate reading comprehension through writing techniques such as journal writing, paraphrasing, quick-writes, think-aloud on paper, and informal summaries

3. Analyze words, structurally and contextually

4. Recognize and use new vocabulary in course reading materials and writing

5. Apply study-reading strategies such as
   - previewing,
   - marking the text for topics, main ideas, and supporting details,
   - mapping, and
   - outlining (to paragraphs and short selections – minimum of 2-4 pages)

6. Read for enjoyment through a deeper understanding of the basic elements of fiction and nonfiction such as the plot, character development, and other aspects of each book while also predicting, visualizing, and clustering

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.)

   - See Course Objectives above # 1, 2, 4,
   - **Comprehension** (apply to paragraph and short selections (minimum of 2-4 pages)
     - general and specific topics
     - state main ideas in paragraphs and longer selections
     - implied main ideas in paragraphs and longer selections
     - supporting details - major and minor
     - patterns of organization/transitions
     - inferences
• See Course Objectives above #3, 4,
  
  **Vocabulary Development**
  
  * Word parts
  * Contexts clues
  * Vocabulary study of basic academic words (throughout the semester)

• See Course Objective above # 1, 2, 5,
  
  **Study reading skills** (apply to paragraphs and short selections (minimum of 2-4 pages)
  * previewing
  * mapping
  * outlining

• See Course Objectives above # 2, 4, 6
  
  **Enjoyment reading**
  * recommend fiction/non-fiction books or short stories (2-3) appropriate for this level of reader’s 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 activities (by arrangement) assigned on an individual basis to reinforce course concepts (tied to course SLOS): reading comprehension, vocabulary development, study reading skills, and reading for enjoyment

   Hours by arrangement:
   * 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. Hours by arrangement are supervised by faculty in the Reading/ESL Center and online.

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 1, 2, 3, 4, 5, 6.
   * Individual homework assignments (including reading and writing assignments) and/or portfolios - Objectives 1, 2, 3, 4, 5, 6.

   * Writing assignments, such as journal and formal summaries supplemented by annotations, margin notes, maps, and/or outlines - Objectives 1, 2, 3, and 5.

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 (Examples)


b. Vocabulary Books (Examples)


c. Books for Enjoyment (or chosen short stories) (Examples)


Robbins, Tim, *Dead Man Walking* Play Script.

d. Dictionaries (optional)


Any electronic dictionary

E. Supplemental reading from textbook chapters and/or articles from magazines such as *The New York Times, Time, Newsweek*

Prepared by:  

(Signature)

(Signature)

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