

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):
 - (a) Recognize the importance & usefulness of identifying topics, stated & implied main ideas, major/minor details, patterns of organization/transitions, & drawing inferences
 - (b) 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
 - (c) 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
 - (a) 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
 - (b) 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
 - (a) previewing,
 - (b) marking the text for topics, main ideas, and supporting details, (c) mapping, and (d) 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 enjoyments

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)

*Cortina and Elder. *Opening Doors, 6th Edition*. McGraw-Hill, 2010 (plus Supplemental Text Readings)

*Fleming, L. *Reading for Results, 11th Edition* Wadsworth, 2011.

b. Vocabulary Books (Examples)

Nist, Sherrie, *Building Vocabulary Skills*, 4th Edition, Townsend Press, Inc. 2010.

Olsen, Amy E., *Interactive Vocabulary*, 4th Edition. Pearson, Boston, 2011.

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

Beals, Melba, *Warriors Don't Cry*, S & S, 2007.

Coelho, Paulo, *Veronika Decides to Die*. Perennial, New York, 2001.

Cook, Robin, *Mortal Fear*, Berkley Books, 1988.

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


d. Dictionaries (optional)

American Heritage Dictionary (paperback) Houghton Mifflin, 2001

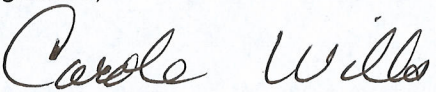
Any electronic dictionary

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

Prepared by:



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