

College of San Mateo
Official Course Outline

1. **COURSE ID:** READ 830 **TITLE:** College and Career Reading
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 16.0-18.0 TBA hours; and 80.0-90.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
 ESL 858 or appropriate skill level indicated by the Reading placement tests.
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: none
3. **COURSE DESCRIPTIONS:**
Catalog Description:
 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.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Apply critical reading skills to analyze fiction and nonfiction
 2. Apply study-reading techniques to a variety of texts
 3. Recognize and analyze new vocabulary
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. 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
 2. Apply study reading skills of SQ3R-type study method, out ling, mapping, margin notes, summary writing in preparation for tests from readings
 3. Analyze words, structurally and contextually
 4. Use new vocabulary (reading and writing)
 5. Read for enjoyment and assess the plot, character development, point of view, purpose, tone, inferences, and conclusions and other aspects of each book
 6. Demonstrate reading competence appropriate for entrance into Read 400 or 405
6. **COURSE CONTENT:**
Lecture Content:
 1. Objectives a, b, c, f, and g
 - A. Literal and critical comprehension skills applied to textbook excerpts, essay (minimum of 4-6 pages), work documents, and fictional writing
 - a. stated and implied main idea/thesis
 - b. major / minor details
 - c. patterns or organizations/transitions
 - d. Inferences, purpose, point of view, tone, bias, and conclusion
 2. Objectives b, e, f, and g
 - A. Fact/opinion, denotation, connotation, and figurative language applied to textbook excerpts, essays (minimum of 4 - 6 pages), and fictional writing
 3. Objectives c and g
 - A. Study reading skills applied to textbook excerpts and essays (minimum of 4 - 6 pages)
 - a. SQ3R-type study method

- b. margin notes
 - c. mapping
 - d. outlining
 - e. test taking skills
 - f. annotations
4. Objectives d, e, and g
- A. Vocabulary
 - a. analyze words contextually and structurally
 - b. integrate words and their meanings into various reading and writing
5. Objectives a, b, c, f, and g
- A. Enjoyment
 - a. recommended fiction/non fiction books (1-2) appropriate for this level of readers
 - b. literal and inferential comprehension

TBA Hours Content:

Computer, video, and internet activities (by arrangement) assigned on an individual basis to reinforce course objective - reading comprehension, vocabulary development, study reading skills, and reading for enjoyment.

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 in the Reading/ESL Center.

TBA hours are supervised by faculty in the Reading/ESL Center.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Observation and Demonstration
- B. Other (Specify): Instructor modeling, 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 acuties (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).

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Individual homework writing assignments, such as journal and formal summaries supplemented by annotations, margin notes, maps, and/or outlines.

Reading Assignments:

- A. Weekly reading and writing assignments using class textbooks and magazines for all course objectives
- B. Weekly application of reading techniques to various print and online media sources
- C. Weekly writing assignments for articles and books for enjoyment

To be Arranged Assignments:

Computer, video, and internet activities (by arrangement) assigned on an individual basis to reinforce course objective - reading comprehension, vocabulary development, study reading skills, and reading for enjoyment.

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 in the Reading/ESL Center.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. *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

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. McWhorter, K. . *Efficient and Flexible Reading*, 10th ed. Longman, 2013
- B. McWhorter, K. . *Reading Across the Disciplines*, 6th ed. Longman, 2014
- C. Smith. *Bridging the Gap*, 12th ed. Longman, New York, 2016

Other:

- A. Weekly magazine or journal:
 - Newsweek Magazine
 - Time Magazine
 - Vocabulary Book
 - Lewis, Instant Word Power (cover entire book during semester).
- B. Books for reading enjoyment:
 - Kite Runner
 - Gifted Hands
 - The Lovely Bones
 - Dictionaries (optional)
 - American Heritage Dictionary (paperback) Houghton Mifflin, 2012
- C. Supplemental reading from textbook chapters and/or articles from magazines such as The Smithsonian, etc.

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Course Originator: James Carranza