

**Skyline College
Official Course Outline**

Date: April 2008

1. TITLE:

READ 420 CRITICAL AND EFFECTIVE READING

3 units. Three lecture hours per week

Reading Prerequisite: READ 836 with Credit or a grade of C or higher or ENGL 846 with a grade of C or higher, or eligibility for 400-level reading courses on approved college reading placement test, or other measures as necessary.

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

A. Catalog Description:

A college level reading course designed to advance reading effectiveness academically, professionally and personally. The course empowers college-level students to critically read and analyze advanced texts of diverse cultural sources from across the curriculum.

B. Schedule of Classes Description:

This college level reading course is designed to improve reading effectiveness and comprehension by expanding critical thinking skills for students functioning at the college level.

4. COURSE JUSTIFICATION:

Satisfies Specific Area requirements E2 and Language and Rationality requirement 4B for the AA/AS degree and transfer to CSU.

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the course, students will be able to:

- Literal comprehension: Demonstrate a literal comprehension of college level readings.
- Critical comprehension: Analyze, synthesize, and evaluate college level readings.
- Application of study-reading strategies: Determine and apply appropriate study-reading strategies to college-level texts.
- Metacognition: Demonstrate critical awareness of their own competencies as they continue to perceive themselves as accomplished readers, thinkers and scholars engaged in academic discourse in cross-disciplinary contexts.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

- Develop reading fluency as applied to the interpretation of college level reading materials.
- Read analytically as it applies to all disciplines and the transfer of skills.
- Read for contextual clues.
- Understand explicit and implicit main ideas.
- Comprehend patterns such as cause/effect, reason/consequence, comparison/contrast.
- Comprehend and summarize levels of generality.

- Understand analogy and figurative language.
- Understand author's intent, point of view, bias, tone.
- Reason inductively and deductively.
- Test evidence (using expert opinions, statistical data, inference, fact vs. opinion, identifying fallacies)
- Critique and evaluate all sources of information including electronic sources.

7. COURSE CONTENT:

- A. Vocabulary development
 1. Prefixes, suffixes, roots
 2. Dictionary use (parts of speech, pronunciation, appropriate definition choice)
 3. Use of context clues
 4. Strategies for remembering new vocabulary
- B. Reading comprehension of paragraphs, short essays, excerpts from text chapters, fictional and non-fictional readings, and possibly a full-length novel:
 1. Distinguish between main idea and supporting detail
 2. Understand relationships between ideas
 3. Determine organizational patterns and methods of development
 4. Apply the appropriate study-reading techniques to determine meaning
 5. Compare the author's perspective to their own
 6. Identify and analyze structure of arguments and supporting evidence
- C. Critical reading which may include some or all of the following:
 1. Figurative vs literal language
 2. Denotation and connotation
 3. Inferences
 4. Fact and opinion
 5. Purpose, tone, and bias
 6. Recognizing fallacies
 7. Truth and validity of deductive arguments
 8. Evaluate evidence and data veracity and accuracy in inductive arguments. Data can include polls, statistics and studies
- D. Study-reading Strategies:
 1. Previewing
 2. Annotating
 3. Outlining
 4. Mapping
 5. Summarizing
 6. Questioning
 7. Journaling
- E. On line and hard copy research:
 1. Evaluation of web source information
- F. Efficient Reading:
 1. Determine individual reading rate
 2. Practice in improving reading rate

8. REPRESENTATIVE METHODS OF INSTRUCTION:

- A. Methods of instruction typically used are lecture, lecture and discussion, small group discussion, individual exercises, media use, textbook use, computer use, library research, and individual student conferences with the instructor.
- B. Reading and writing assignments are given during class meetings but are expected to be done outside of class. Readings must include at least one book. Text-based writing assignments will come primarily from non-fiction, analytical and/or argumentative sources and textbook exercises but may include fiction as appropriate.
- C. Writing responses will be based on assigned readings and will focus on at least one particular critical-thinking skill per assignment, culminating in assignments which use multiple critical thinking skills.

9. ASSIGNMENTS:

- Read two articles of opposing viewpoints on the same issue. Discern arguments in each, highlighting how argumentation rhetorical techniques are used, including different dialectic styles and concessions.
- Examine media's use of fallacies as a marketing tool.
- Evaluate studies and polls for accuracy based on quality of study question (projected property) and size of target population and sample.
- Explore philosophical works and discuss the underlying themes and values presented.
- Research a topic by examining the different sources and evaluate to what extent these sources are credible.
- Determine literal and figurative levels of meaning by analyzing language (symbolism, metaphor, etc).

10. EVALUATION OF STUDENT PERFORMANCE:

Grade option: Credit/No Credit or Letter grade will be based on:

- Journals: Written responses to readings and class discussions
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading
- Quizzes: Satisfactory comprehension of the material
- Homework: Completed assignments reflecting adequate understanding of the information
- Midterm and Final Exam: Demonstrated competence in comprehension of readings at the pre-college level

11. RECOMMENDED or REQUIRED TEXT(S):

Assign primarily non-fiction selections and one full-length text. Please consult the department handbook and the ENGL 100 course outline for additional suggestions.

Anzaldua, Gloria. *Borderland / Frontera: The New Mestiza*. San Francisco: Aunt Lute Books. 3rd Ed. 2007.

hooks, bell. *Outlaw Culture: Resisting Representation*. New York: Routledge. 2006.

Brown, Neil and Stuart Keeley. *Asking the Right Questions: A Guide to Critical Thinking*. New York and Boston: Prentice Hall. 2006.

Comley, Nancy R. and David Hamilton, Carl H. Klaus, Robert Scholes, Nancy Sommers *Fields of Reading: Motives for Writing*. Boston: Bedford/St. Martin's Press. 2006.

Leavitt, Steven D. and Stephen J. Dubner. *Freakonomics [Revised and Expanded]: A Rogue Economist Explores the Hidden Side of Everything*. New York: William Morrow. 2006.

Moore, Brook Noel and Richard Parker. *Critical Thinking*. New York: McGraw-Hill. 2007.

Postman, Neil. *Amusing Ourselves to Death*. New York: Penguin (2nd ed.). 2005.

Supplemental Texts:

Barlett, Donald and James B. Steele. *America: Who Stole the Dream?* Kansas City: Andrews and McMeel: 1996.

Blumenfeld, Warren J. *Homophobia: How We All Pay the Price*. Boston: Beacon Press. 1992.

Coontz, Stephanie. *The Way We Never Were*. New York: Harper Collins. 1992.

Cose, Ellis. *Color Blind*. New York: Harper Collins. 1996.

Cose, Ellis. *The Rage of the Privileged Class*. New York: Harper Collins. 1993.