

**Skyline College
Official Course Outline**

April 2008

1. TITLE:

READING 826 Reading Improvement

3.0 Units. Three lecture hours per week, plus one hour by arrangement per week.

Recommended: Completion of ESOL 830 or ESOL 831 and 832, or ESOL 863, with Credit or letter grade of C or better, or appropriate scores on approved college Placement Tests and other measures as necessary.

Corequisite: Concurrent enrollment in ENGL 826, if indicated on college Placement Test

2. COURSE CLASSIFICATION:

Credit course not applicable to the Associate Degree.

3. COURSE DESCRIPTIONS:

Catalog Description:

Efficient reading strategies and study techniques to improve word analysis, vocabulary, reading comprehension, written interpretations of text and study strategies related to text.

Schedule of Classes Description:

Reading 826 is a basic reading class that will improve students' reading efficiency by developing vocabulary, comprehension and study reading skills. Students are required to complete an additional 16 lab hours per semester.

4. COURSE JUSTIFICATION:

This course is required through placement on the college Placement Test or completion of ESOL 830 or 831/832 or 863, or by counselor recommendation. It is a prerequisite for Reading 836.

5. STUDENT LEARNING OUTCOMES (SLO'S):

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

1. Literal comprehension: Demonstrate a literal comprehension of basic-level readings.
2. Critical comprehension: Analyze, synthesize, and evaluate basic-level readings.
3. Application of study-reading strategies: Determine and apply appropriate study-reading strategies to basic-level readings.
4. Metacognition: Perceive themselves as improved readers and thinkers.

6. SPECIFIC INSTRUCTIONAL OBJECTIVES :

During the course, students will be asked to:

- A. Develop critical reading skills of basic-level readings from diverse cultural sources and perspectives.
- B. Analyze, interpret, discuss and write about a range of basic-level texts from across the curriculum which will include at least one full-length text.
- C. Demonstrate the ability to use a variety of study-reading strategies appropriate to the text.

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, fiction and non-fiction and a full-length text:
 - 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. Introduction to critical reading which may include some or all of the following:
 - 1. Figurative language
 - 2. Denotation and connotation
 - 3. Inferences
 - 4. Fact and opinion
 - 5. Purpose, tone, and bias
- D. Study-reading Strategies:
 - 1. Previewing
 - 2. Annotating
 - 3. Outlining
 - 4. Mapping
 - 5. Summarizing
 - 6. Questioning
 - 7. Journaling

8. REPRESENTATIVE METHODS OF INSTRUCTION:

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.

9. ASSIGNMENTS:

Typical assignments may include the following:

- A. Reading Journal: Teachers assign reading journals to encourage students to read actively. Active readers engage in the material, analyze it, and then reflect on it by asking questions and making connections.

The following is a typical example of a journal format:

- 1. Summarize the reading, including the title and author's name.
- 2. Briefly describe the author's message.
- 3. Briefly comment on how you feel about the author's message.
- 4. Write at least two thought-provoking questions about the reading.
- 5. Complete a reader response (with a model included) whereupon the student writes five quotes from the reading and then after each quote writes a personal response to the quote.

B. Answering questions based on the readings in advance of class discussion.

10. EVALUATION OF STUDENT PERFORMANCE:

Grade Option

Credit/no credit or Letter grade will be based on some or all of the following:

- Journals: Written responses to readings and class discussions.
- Oral Participation: Active participation in class discussions demonstrating understanding of and response to the reading.
- Quizzes: Adequate comprehension of reading material.
- Homework: Completed assignments focusing on certain skills discussed in class.
- Final Exam: Demonstrated competence in comprehension of reading material.

11. RECOMMENDED or REQUIRED TEXT:

Assign primarily non-fiction selections and one full-length text. Please consult the department handbook and the ENGL 846 course outline for additional suggestions.

A. Suggested Textbooks/Texts:

Alexander & Lombardi. *Joining a Community of Readers* 4th ed. Houghton-Mifflin (2007)

Cortina & Elder. *Opening Doors*. McGraw-Hill (2007)

Langan, John. *Ten Steps to Improving College Reading Skills* Townsend Press (2002)

Mc Whorter, Kathleen. *Guide to College Reading* 8th ed. Longman Pearson (2008)
Newsweek or *Time* magazine

Smith, Brenda. *Breaking Through College Reading* 8th ed. Longman Pearson (2007)

B. Suggested Full-Length Texts:

Beals, Melba. *Warriors Don't Cry*. Harper Collins (2007)

Dog, Mary Crow. *Lakota Woman*. Washington Square Press-Harper Perennial (1991)

Dumas, Firoozeh. *Funny in Farsi*. Random House (2004)

Rodriguez, Luis. *Always Running Touchstone* (2005)

Santiago, Esmeralda, *When I Was Puerto Rican* Vintage Books (2004)

Wakatsuki-Houston, Jeanne. *Farewell to Manzanar* Houghton Mifflin (2002)