

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

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Status: Permanent
Effective: Fall 2016

Spring 2003
October 27, 2003
Fall 2008
Spring 2015 Revised by:
February 22, 2016

A. Identification:

1. Subject Area: Reading (RDG)
2. Course Number: 099
3. Course Title: Advanced Reading Improvement
4. Credit Hours: 4
5. Course Description: A multi-pronged approach that includes mastery of college reading skills enhanced with supplemental reading, critical thinking, and reading fluency activities. Prerequisite: ENG 095 or placement beyond prerequisite course. May be taken for S/U credit. Four lecture.

B. Course Goals: To provide students with the skills to understand and utilize the structure of a college textbook, alter reading strategies for different purposes, use study skills to increase reading comprehension and memory retention, see connections between academic disciplines, and improve vocabulary and reading fluency skills.

C. Course Outcomes: Students will:

1. recognize variations in college textbook features to enhance learning;
2. recognize the location and purposes of introductions to textbook chapters and sections;
3. use headings and subheadings to understand the text;
4. recognize the five essential types of sentences in textbook paragraphs;
5. use organizational patterns to understand the connections among headings and among the five essential types of sentences;
6. choose appropriate note-taking methods based on the structure of the material, class expectations, and personal learning styles;
7. summarize important textbook points in margin notes, outlines, or other note-taking methods;
8. recognize rhetorical techniques that can influence their opinions on issues;
9. vary reading strategies for different purposes;
10. choose appropriate critical thinking strategies for different types of tests and assignments;
11. apply study skills strategies, including schemata (background knowledge), effortful and automatic memory encoding, levels of memory, and memory retrieval;
12. practice reading fluency skills such as decoding, vocabulary development, visualizing, predicting, monitoring, and phrasing through 300-600 instructor-assigned pages of supplemental reading;
13. and relate supplemental reading to various academic disciplines, their experiences, and local or world events.

D. Course Outcomes Assessment will include:

- a. course grades determined by the instructor as outlined in the course syllabus;
- b. and instructor evaluated tests and assignments.

E. Course Content will include:

1. Overall structure of a college textbook:
 - a. variations in textbooks, including tables of content, sections, chapters, headings and readability features;
 - b. other textbook features such as chapter objectives, self-tests, and glossaries;
2. structure of a college textbook chapter:

- a. locations, recognition, and purposes of introductions;
 - b. use of headings and subheadings to understand the text;
 - c. recognition of the five essential types of sentences under individual headings within a college textbook chapter: controlling (main) ideas, major details, minor details, definition, and transition;
 - d. use of organizational patterns to understand the connections among headings and among the five essential types of sentences;
3. annotation and other major note-taking strategies:
 - a. summarization of controlling (main) ideas, major details, and discipline-specific terminology via strategies such as margin notes, outlines, maps, and/or the Cornell method;
 - b. choice of note-taking method based on the structure of the material, class expectations, and personal learning styles;
 4. rhetorical techniques:
 - a. inference;
 - b. point of view;
 - c. fact vs. informed opinion, opinion, and bias;
 - d. logical fallacies;
 5. variation of reading strategies for different purposes;
 6. recognition of critical thinking strategies necessary for different types of tests and assignments, such as comprehension, analysis, application, synthesis, evaluation, and meta-cognition;
 7. study skills strategies:
 - a. importance of schemata (background knowledge) for comprehension and memory retention;
 - b. effortful and automatic memory encoding types;
 - c. levels of memory;
 - d. memory retrieval;
 - e. other strategies based on student needs;
 8. supplemental reading:
 - a. 300-600 high-interest pages at a comfort level that allows students to improve reading fluency skills such as decoding, vocabulary development, visualizing, predicting, monitoring, and phrasing;
 - b. and content relatable to various academic disciplines, student experiences, and local or world events to increase background knowledge and critical thinking skills, and to show the inter-connectedness of ideas and events.