GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

GCCCD Governing Board Approval: 11/10/2021

ENGLISH 110R – PRINCIPLES OF COLLEGE READING

1. Course Number Course Title Semester Units

ENGL 110R Principles of 3

College Reading

Semester Hours

3 hours lecture 48-54 total hours 96-108 outside-of-class hours 1 hour lab: 16-18 hours

160-180 total hours

1. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

1. Catalog Description

This course is designed to develop effective reading skills and strategies necessary for the reading of college level material. Emphasis is on developing vocabulary geared toward college textbooks and learning strategies necessary for efficient reading comprehension and retention. Students will also develop college level inferential and critical reading skills.

1. Course Objectives

The students will:

1. Increase active vocabulary by using structural analysis, analysis of word origins, context clues, and the dictionary.
2. Demonstrate an ability to identify and paraphrase an author’s purpose, main idea/thesis/claim, and details/evidence in college textbooks, fiction, and non-fiction.
3. Apply note-taking, annotating, underlining/highlighting, mapping/outlining, and summarizing skills to college level textbooks, fiction, and non-fiction.
4. Identify distinctions between various types of test questions in order to formulate correct answers.
5. Distinguish the difference between main ideas/claims and supporting details/evidence.
6. Develop and apply inferential skills necessary to interpret word, phrase and passage connotations derived from figures of speech, idioms, slant, and bias.
7. Recognize the basic elements of a written argument and some of the common errors made in the presentation of an argument.
8. Develop greater reading speed and fluency to improve comprehension.
9. Adapt reading speed to the difficulty of, and the purposes for, reading an assignment.
10. Demonstrate the ability to access and interpret prior information and apply and relate it to new information in other academic areas.
11. Instructional Facilities

Standard Classroom

1. Special Materials Required of Student
   1. College dictionary
   2. Grademaster Forms

1. Course Content
2. Practice strategies for increasing active vocabulary by using structural analysis, analysis of word origins, context clues, and dictionary definitions.
3. Incorporate assigned weekly vocabulary words in sentences and paragraphs that demonstrate correct usage.
4. Practice strategies for identifying the main idea/thesis statement/claim and supporting details/evidence in expository text.
5. Practice a variety of reading comprehension strategies such as previewing, annotating, mapping/outlining, paraphrasing, and summarizing.
6. Use strategies for analyzing test questions in order to formulate correct answers.
7. Practice various inferential reading strategies, such as (1) analyzing word choice and (2) recognizing sentence structure and paragraph development, which serve as a guide to determining the author’s emphasis and for connecting details in order to draw conclusions.
8. Practice various critical reading strategies, such as discerning fact from opinion, assessing the author’s reasoning and biases, recognizing appeals to the reader’s emotions, understanding the ways writers establish credibility, and analyzing the author’s use of logic and technique.
9. Learn strategies for increasing reading speed and for enhancing comprehension by practicing with individualized reading level materials and/or in texts commensurate in difficulty with English 110.Practice strategies for comparing and contrasting information from a variety of sources.
10. Apply reading strategies to texts from various academic areas including the humanities, social sciences, and natural sciences.
11. Method of Instruction
12. Lecture
13. Individualized work in a lab setting with assignments geared to the student’s level of ability
14. Class and small group instruction and/or discussion
15. Audio-visual presentations
16. Journal Writing/Response Paragraphs
17. Computerized Reading Exercises/Vocabulary Exercises
18. Methods of Evaluating Student Performance
    1. Alternate forms of a standardized reading test (e.g. “DRT” and “Lexile”) and given at the beginning and the end of the semester which will determine improvement in the areas of reading comprehension and reading rate.
    2. Book tests, which reflect the ability to comprehend reading assignments based on multiple choice tests.
    3. Written vocabulary sentences and assignments that demonstrate understanding of the connotative meaning of assigned vocabulary.
    4. Vocabulary quizzes, midterm and final exams, which reflect vocabulary acquisition necessary at the college level.
    5. Out-of-class assignments to include reading (a minimum of three books or approximately a total of 1200-1500 pages), vocabulary practice, and reading journals, text summaries and short essays.
    6. Completion reading comprehension skills activities (e.g. text summaries and paraphrasing), many of which are in a timed environment.
19. Outside Class Assignments
    1. Readings and journal writings
    2. Vocabulary exercises with sentence/paragraph writing assignments
20. Representative Texts

a. Representative Text(s):

Nist, Sherrie and Carole Mohr. *Advancing Vocabulary Skills*. 5th edition. West Berlin, NJ: Townsend Press, 2018.

b. Supplementary texts and workbooks:

1) Bean, Chappell, Gillam. *Reading Rhetorically*. 4th edition. Pearson. 2013.

2) Graff & Birkinstein. *They Say/I Say. The Moves that Matter in Academic Writing, With Readings.* W. W. Norton and Company, Inc. New York, NY. 2021.

3) Johnson, Beth and Janet Goldstein. *Advanced Word Power.* 2nd edition. West Berlin, N.J. Townsend Press, 2011.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Summarize and analyze college-level materials, i.e. short essays, content specific articles, textbook chapters, etc.
  2. Increase comprehension, vocabulary, and reading rate.
  3. Report an increased appreciation for the value of reading.