



ANTELOPE VALLEY COLLEGE

**Academic Affairs
Course Outline of Record**

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 5/8/2008
<input checked="" type="checkbox"/>	Pre Req/Advisories 5/8/08
<input type="checkbox"/>	Other Changes

COURSE SUBJECT & NUMBER: READ 099

COURSE NAME: Critical Reading and Study Skills

COURSE UNITS: 4 **COURSE HOURS:** 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Eligibility for READ 099 (AVC assessment), or Completion of READ 097.

Corequisite: Concurrent Enrollment in READ 099L

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

In this course the student works on development of critical reading skills, reading and thinking for research purposes, vocabulary building, rate improvement, literary comprehension, and study skills related to reading. No grade will be given for this class; students will receive "pass" or "no pass" only. (Credit course not applicable to the associate degree and certificate programs.)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Identify or restate the main idea of a paragraph or the central controlling idea of a passage.
2. Identify major and minor supporting details of a paragraph or passage.
3. Evaluate inferences in terms of whether or not they are consistent with the information in a passage.
4. Differentiate between factual and opinion statements.
5. Summarize written selections.
6. Identify the primary pattern of organization within a passage.
7. Identify and evaluate bias in a written selection.
8. Determine the type of logical argument (fallacy) used in a passage.
9. Demonstrate the ability to follow written directions.
10. Define vocabulary terms presented for study.
11. Using the dictionary, select the appropriate definition of a word in a given context.
12. Identify etymological origins of words.
13. Employ knowledge of the structure of analogies in solving analogy questions.
14. Apply test-taking strategies to multiple choice and essay exam questions.
15. Apply study skill strategies to instructional passages from different content areas.
16. Locate and evaluate educational and other types of informational sites on the Internet.
17. Increase reading rate a minimum of 100 words per minute.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

1. Comprehension
 - a. Main Idea
 - b. Controlling Idea
 - c. Supporting details
 - i. major
 - ii. minor
 - d. Inferences
 - e. Patterns of organization
 - f. Fact and opinion
 - g. Bias
 - h. Logical arguments (fallacies)
 - i. Evaluation of written material on the Internet

2. Vocabulary
 - a. Definitions of words
 - b. Using the dictionary to select appropriate definitions, based on context
 - c. Etymologies
 - d. Analogies

3. Study Strategies
 - a. Following written directions
 - b. Test taking skills
 - i. multiple-choice
 - ii. essay questions
 - c. Study strategies
 - i. SQ3R (Survey, Question, Read, Recite, Review)
 - ii. mapping
 - iii. underlining
 - iv. annotating
 - v. outlining
 - vi. note taking

4. Rate

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. One chapter per week in the comprehension textbook. This involves reading about concepts and answering questions about reading passages, applying the concepts being presented. The instructor may also incorporate use of a vocabulary textbook in much the same way, with the student reading about words and answering questions utilizing the words presented.
2. Reading of a novel, inside or outside of class; the novel and the in class/out of class determination to be made by the instructor. The students read their novel each week as assigned.
3. Computer programs (comprehension, vocabulary, rate, and study skills) on a weekly basis.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

The students will answer a variety of questions about instructional materials read. This may require writing of summaries, synthesizing a variety of written materials, responding to a written selection, evaluating information presented on the Internet, or maintaining a journal. The writing assignments frequently involve use of critical thinking and application skills.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

The students will be working with software in the computer lab. This software covers a variety of topics, including comprehension, vocabulary, rate and study skills.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will be evaluated on their ability to apply the following critical thinking skills to written materials in their homework, written materials presented for class discussions, and written materials presented on course tests. The students will be evaluated on their ability to construct inferences, formulate conclusions, distinguish among different patterns of organization, differentiate between facts and opinions, evaluate bias, analyze different types of fallacies, and judge written materials on the Internet.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 requires a minimum 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; 3 hours lecture = 6 hours homework etc. For example: reading —2 hours; writing —3 hours; etc.

Reading Assignments: Comprehension Textbook: 3 hours per week. Vocabulary Textbook: 2 hours per week

Writing Assignments: Writing responses to questions about written selections, applying study skills to written selections, maintaining a journal: 1 hour per week

Computational Assignments:

Other Assignments: Study for tests (covering, as determined by the instructor, vocabulary, comprehension, study skills, and dictionary usage): 2 hours per week

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

1. Large group lectures and discussions.
2. Small group instruction and discussions.
3. Use of small cooperative work groups to apply concepts to instructional materials.
4. Individualized instruction, as needed.
5. Computer aided instruction, under the supervision of the instructor.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

1. Students' ability to comprehend the materials they read (objectives 1, 2, 3, 4, 5, 6, 7, 8, and 9) will be assessed by evaluation of student performance on homework exercises, in-class assignments, computer activities, and periodic tests.
2. Students' ability to comprehend vocabulary (objectives 10, 11, 12, and 13) will be assessed by evaluation of student performance in homework exercises, in-class assignments, computer activities, and periodic tests.
3. Students' ability to apply study skill strategies and test-taking strategies (objectives 14 and 15) will be assessed by evaluation on homework exercises, computer activities, and in-class assignments.
4. Students' ability to locate and evaluate information found on the internet (objective 16) will be assessed by written comments in response to questions designed to guide the evaluation process.
5. Students' ability to increase reading rate (objective 17) will be assessed by rate calculation on computer software or workbooks.

Suggested Texts or Other Instructional Materials

(list several when possible; include title, author, publisher, date, and latest edition.)

The Effective Reader, 2nd ed., Henry, D. J., Pearson Longman, 2008.

The World of Words, 7th ed., Richek, M.S., Houghton Mifflin Co., 2008.

The American Heritage College Dictionary, 4th ed. Houghton Mifflin Co., 2003

Novels, autobiographies, and other types of trade books, including books such as:

Griffin, J. H., Black Like Me, Signet Books, 1996.

Cooper, A., Dispatches From The Edge, Harper, 2007.