

All Fields Report

Basic Course Information

College	Cañada College
Discipline	READ-Reading
Course Number	826
Full Course Title	Reading Improvement
Catalog Course Description	This course teaches efficient reading strategies and study techniques to improve word analysis, vocabulary, reading comprehension and study skills. Recommendation via College Placement Test.

Proposal Information

Proposed Start	Year: 2022 Semester: Fall
Proposed Curriculum Committee Meeting Date:	04/22/2022
Deadline for submission to Dean's Queue:	03/17/2022
Deadline for submission of curriculum proposal to the Technical Review Committee:	03/29/2022
Proposal Origination Date:	03/11/2022
Justification For Board Report OR Curriculum Inventory update:	<p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>Course is being banked to comply with AB705 requirements.</p>
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	

Similar Courses

Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	READ 825 (College of San Mateo)

Units/Hours

Unit Types	Fixed
Units	Min: 5.00
Variable Range	Range (or)

Hours

Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	80.00	90.00	5.00	5.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	160.00	180.00	0.00	0.00
Other Hours				

Course Details

Repeatable for Credit	No
Grading Methods	Grade Option (Letter Grade or Pass/No Pass)
Audit	Yes

Materials Fee

Fee Required?	No
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Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. Differentiate between facts and opinions in supporting details in paragraphs.
2. Differentiate between main ideas and supporting ideas in paragraphs.
3. Paraphrase an author's text using their own vocabulary and sentence structure

Course Objectives

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

1. analyze unfamiliar words for their meaning, and correctly use new vocabulary in their writing
2. identify main ideas in paragraphs and whole texts and use them to map, outline, paraphrase, and summarize texts.
3. identify organizational patterns in paragraphs and reproduce the patterns in their own writing.
4. apply a specific note-taking method to lectures and/or reading assignments.
5. analyze and record initial educational goals, and compare them to end of semester goals
6. utilize metacognition to: adopt a flexible reading rate; apply effective pre- and post-reading strategies; and create new meaning
7. identify and evaluate an author's tone, purpose and bias by applying critical reading skills

Course Lecture Content

1. Increasing a Reader's Variety of Study-Reading Strategies

- A. Setting long-term and short-term reading goals
- B. Lengthening and making more accurate a reader's concentration and memory
- C. Previewing and reviewing texts
- D. Using note-taking strategies to take helpful notes
- E. Matching study techniques to a reader's dominant learning style
- F. Mapping, outlining, and summarizing authors' text to study ideas
- G. Applying test-taking skills

2. The Development of Vocabulary-Building Skills

- A. Analyzing unfamiliar words for their meaning by learning the meaning of prefixes, roots and suffixes
- B. Analyzing different types of context clues to figure out the meaning of unfamiliar words
- C. Applying strategies for using and remembering new vocabulary.
- D. Paraphrasing an author's text

3. The Improvement of Reading Comprehension

- A. Identifying the main idea and supporting details of paragraphs, short essays, excerpts from longer texts, short fiction, and complete works of fiction or nonfiction
- B. Identifying organizational patterns in paragraphs
- C. Making Inferences that are supported by the text

4. The Introduction to Critical Reading Skills

- A. Identifying an author's bias, intended audience, intended meaning, tone, and purpose
- B. Developing an original and critical reaction to an author's text

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended	Open Curriculum.
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Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Lecture

Representative Instructional Methods

Methods	Lecture Activity Discussion Other (Specify)
Other Methods	Pair work and group work

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Book selected by professor: For eight weeks students read, interpret and analyze a book-length work (200-300 pages) by summarizing chapters (paragraph-long), paraphrasing passages (paragraph-long), and writing original reactions every two weeks (one page).
2. Book selected by student: For twelve weeks students read, interpret, and analyze a book-length work (300 pages) of their choice by timing their reading rate every week, writing a summary (paragraph-long) of every 40 pages every week, writing one letter in the voice of a character (one page), and writing a close analysis (two pages) of a significant passage for a class presentation.
3. Students paraphrase passages (paragraph-long) from assigned texts every week.
4. Students summarize articles, essays, stories, etc., and write responses every week (one page).
5. Students write paragraphs using new vocabulary every two weeks.
6. Students write (paragraph-long) why they determine a statement to be a fact or an opinion for four weeks.

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Students read between 50-80 pages per week depending on the type of text; fewer pages for more difficult texts (expository and analytical essays), more pages for narratives and fiction.
2. Students research articles (two to five pages each) from library electronic databases at least twice a semester.
3. Students read each other's responses (one to two pages) to texts and perform peer review (one page) every two weeks.
4. Students calculate (five step mathematical calculations) and assess reading rate (timed reading for twenty minutes each time) for twelve weeks.

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Students attend and respond (one to two pages in writing) to theater department productions.
2. Students view, respond to, and write (one page) about films.
3. Students attend guest lectures.

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

EXPOSITORY AND ARGUMENTATIVE ESSAYS: (Inactive, don't use)

a. Writing Assignments: 1. Book project: students read, interpret, and analyze a book-length work by writing a letter in the voice of a character and performing close analysis on select passages. 2. Students paraphrase passages from assigned texts. 3. Students summarize articles, essays, stories, etc., and write responses. 4. Students write paragraphs using new vocabulary. b. Reading Assignments: 1. Students read between 30-40 pages a week depending on the type of text; fewer pages for more difficult texts (expository and analytical essays), more pages for narratives and fiction. 2. Students research articles from library electronic databases. 3. Students read each other's responses to texts and perform peer review. 4. Students calculate and assess reading rate. c. Other Outside Assignments: 1. Students attend and respond to theater department productions. 2. Students view, respond to, and write about films. 3. Students attend guest lectures. d. To be Arranged Assignments (if applicable): 1. Determined by Reading Writing Lab workshop coordinators.

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	<ul style="list-style-type: none"> • Exams/Tests • Homework • Projects • Quizzes • Vocabulary essays and journals, context clue exercises, word structure exercises; vocabulary presentations. Text-based writing assignments. Note-taking assignments (Cornell and dialectical journal). Written analysis of novel passages, character visualization, and perspective taking; novel project presentations, novel project peer review. Class participation in full class discussions and groupwork.
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Representative Texts

Textbooks such as the following are appropriate:

Formatting Style	MLA
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Textbooks

	1. Cortina, Joe., and Janet Elder. <i>Opening Doors: Understanding College Reading</i> , seventh ed. New York: McGraw Hill, 2014
	2. Smith, Brenda D.. <i>Breaking Through College Reading</i> , 11th ed. Pearson, 2015
	3. Langan, John. <i>Ten Steps to Improving College Reading Skills</i> , sixth ed. West Berlin, New Jersey: Towncourt Press, 2014
	4. Roberta Alexander. <i>Joining a Community of Readers: A Thematic Approach to Reading</i> , sixth ed. Wadsworth, 2013

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

1. Assorted novels that are relevant to students' experiences and interests.

Degree/Certificate Applicability**Designation**

Non-Degree Credit

Basic Skills

Proposed For**Course Designation Text**

Are there degrees/certificates to which this course applies?

General Education/Degree/Transfer Course

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By Doniella Maher

CSU Transfer Course

Does not transfer to CSU Approved

Resources Needed**Adequate Library Resources**

Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Adequate

Please Specify:

The Cañada College Library is supporting this course by supplying some students with the textbooks on reserve: three copies of Opening Doors and four copies of the 10th edition of Breaking Through College Reading. The Library can also support this course through its collection of books, ebooks, and subscriptions to Opposing Viewpoints, CQ Researcher, Literature Resource Center, JSTOR, and Academic Search Premier.

Affected Resources

Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.

None of the above

Explain what effect the areas you have checked will have upon this college:

Comparable Transfer Course Information

Are there comparable courses?

Yes

Edit/Del


College Info

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	1520.00 - Reading
CB04 Course Credit Status	C - Credit - Not Degree Applicable
CB05 Course Transfer Status	C = Not Transferable
CB08 Course Basic Skill Status (PBS Status)	1B = Course is a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	B = 2 Levels Below
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

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Web Catalog Metadata