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Reading (READ) 1005 Interactive Reading (3)
[formerly English 54A]

Prerequisite: Qualification by assessment process or successful completion of Reading 0905 with a grade of “C” or better

Prerequisite knowledge/skills: Before entering the course a student should be able to:

1. understand and demonstrate how to use the components of both a hardbound and online dictionary,
2. determine the meaning of new vocabulary through the use of context clues,
3. recognize the main idea and determine implied main ideas,
4. identify supporting details,
5. discriminate between transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
6. determine inferences by drawing conclusions,
7. evaluate arguments, and
8. analyze and synthesize appropriate information in the library for a basic research assignment.

Total Hours: 48 hours lecture

Catalog Description: This course enhances reading strategies and strengthens study skills crucial for academic achievement. A broad spectrum of reading techniques are introduced, examined, developed, and applied to an array of genres. Vocabulary acquisition is achieved through a variety of methods, and practical applications of new terminology are emphasized. Through the development of critical reading and the ability to read academically challenging material, this course transfers to other courses.

Type of Class/Course: Degree Credit

Texts:

Carlson, Kamala. *Increasing Meta-cognitive Active Learning Strategies (IMALS)*. 2nd ed. Bakersfield: Carlson, 2012. Print.

Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 3rd ed. Bakersfield: Carlson. 2012. Print.

Carter, Christine Evans. *Mindscapes-Critical Reading Skills and Strategies*. 2nd ed. Boston: Wadsworth. 2014. Print.

Lahiri, Jhumpa. *Interpreter of Maladies*. Boston: Houghton, 1999. Print.

Marshall, Joseph M. III. *The Lakota Way: Stories and Lessons for Living*. New York: Penguin, 2001. Print.



Additional Required Materials: None

Optional Materials: Hardbound or paperback dictionary

Course Objectives:

By the end of the course, a successful student will be able to:

1. interpret meaning of vocabulary in context,
2. recognize main ideas, determine implied main ideas, and the central point,
3. identify supporting details,
4. discriminate among transitions that involve addition, cause and effect, comparison and/or contrast, examples, and time,
5. distinguish between facts and opinions,
6. determine logical inferences by drawing conclusions,
7. identify an author's purpose and tone,
8. evaluate arguments,
9. apply reading strategies to other academic courses, and
10. analyze and synthesize appropriate information in the library for a basic research assignment.

Course Scope and Content:

Unit I: College Success

- A. Fundamental Study Strategies for College Success
 1. How to prepare for your college course
 2. Motivation and goal setting
 3. Time management
 4. Learning styles
 5. How to take tests in college

Unit II: Vocabulary

- A. Dictionary
- B. Context clues
- C. Figurative language
- D. College level vocabulary—Academic Word List (AWL)
- E. Connotation and denotation
- F. Euphemisms
- G. Application of new vocabulary
 1. Develop sentences/short stories with new vocabulary
 2. Apply new vocabulary in writing

Unit III: Reading

- A. Understanding Active Reading
 1. Metacognition
 2. Reading strategies
 3. Surveying and previewing a reading
 4. Identifying a topic
- B. Understanding Patterns of Organization and Supporting Details
 1. Recognizing patterns of organization
 - a. Patterns that list

- b. Patterns that explain
- c. Patterns that analyze
- C. Understanding Explicit Main Ideas
 - 1. Author's Purpose
 - a. To inform
 - b. To instruct
 - c. To persuade
 - d. To entertain
 - 2. Main idea
- D. Understanding Implied Main Ideas
 - 1. Making inferences and drawing conclusions
 - 2. Implied main idea
- E. Understanding Text Marking and Annotation
 - 1. Reading rate
 - 2. Marking and text annotation
 - 3. Reading tables
- F. Understanding Text Note Taking
 - 1. Note taking from reading
 - a. Outlines
 - b. Graphic organizers: webs, clusters, maps
- G. Understanding Arguments
 - 1. How to read a variety of sources
 - 2. Reading controversial text
- H. Evaluating Arguments
 - 1. Critical thinking strategies
 - a. Bloom's Taxonomy
 - b. Question-answer relationships
 - 2. Evaluating Arguments
 - a. Relevant support
 - b. Logical fallacies
 - c. Propaganda
 - d. Evaluating author's credentials
 - e. Intended audience

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class schedule doing the following:

- 1. Studying
- 2. Completing homework
- 3. Reading required texts
- 4. Writing summaries
- 5. Annotating
- 6. Alphanumeric Outlines
- 7. Essays: outlines, rough drafts, final drafts

Methods of Instruction:

- 1. Assigned exercises from textbook/workbook

2. Lecture
3. Writing assignments
4. Modeling
5. Guided practice
6. Independent practice
7. Group work
8. Small group discussion
9. Whole class discussion
10. Individual student conferences/evaluations

Methods of Evaluation:

1. Written homework
2. Reading and vocabulary quizzes
3. Essays
4. In class presentation
5. Exams
6. Midterm and final exam

Supplemental Data:

T.O.P. Code:	152000 Reading
Sam Priority Code:	E. Non- Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a Special Class
Basic Skills Status:	Not Applicable
Prior to College Level:	A: 1 level below transfer
Cooperative Work Experience:	N: is not a part of a cooperative work experience education program
Eligible for Credit by Exam:	No

Eligible for Pass/No Pass:	Yes
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