COMMON COURSE OUTLINE: Course discipline/number/title: READ 0800: Preparation for College Reading

A. CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number): Appropriate RCTC placement test score
4. Co-requisites (Course discipline/number): None
5. MnTC Goals (if any): NA

This course will introduce basic skills necessary to read and understand college level texts in a variety of content areas. Topics will include: practices to increase comprehension, increase vocabulary, development of thoughtful responses to reading and basic organization of textbook information.

B. DATE LAST REVISED (Month, year): February, 2011

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Reading for Understanding
   a) Explore reading through content area materials and topics of individual relevance, i.e., education, culture, work business, etc.
   b) Understand that reading is thinking
   c) Learn to select and apply reading strategies depending on purpose for reading and the nature of reading material.
2. Textbook Reading
   a) Preview a textbook chapter.
   b) Identify the main idea and supporting details.
   c) Underline and annotate paragraphs and short essays.
   d) Paraphrase text for understanding.
3. Vocabulary/Word Study
   a) Apply strategies of context and structural analysis to define terms.
   b) Demonstrate effective use of a dictionary.
   c) Learn word parts.
4. Critical Reading
   a) Introduction to the basic concepts of critical reading.
   b) Distinguish fact from opinion.
5. Participating in a Community of Learners
   a) Participate in class discussions and activities.
   b) Reflect and respond to reading topics in writing and orally.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Read college-level materials independently for a variety of purposes.
2. Organize short content selections into main idea and supporting details.
3. Apply understanding of organization to underline, annotate, outline and paraphrase short content selections.
4. Demonstrate strategies that can be used to understand new vocabulary.
5. Respond in literal and affective ways to a variety of written texts.
6. Link prior knowledge with content and application of information.

E. LEARNING OUTCOMES (MNTC): NA

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
May Include Any of the Following:
1. Written and oral assignments
2. Quizzes
F. METHODS FOR EVALUATION OF STUDENT LEARNING: Continued. . .

3. Tests
4. Final exam
5. Journals
6. Discussions
7. Desire to learn (D2L):
   a) Online quizzes
   b) Online discussions
   c) Written assignments submitted via digital dropbox
8. Portfolio
9. Presentations
10. Group work

2. RCTC CORE OUTCOME(S) ADDRESSED:
   - Communication
   - Critical Thinking
   - Global Awareness/Diversity
   - Civic Responsibility
   - Personal/Professional Accountability
   - Aesthetic Response

3. SPECIAL INFORMATION (if any):
   Learning to decode, understand and comprehend written text is a developmental process. Students who are placed into developmental reading as a result of Accuplacer assessment scores have a wide range of needs. It is necessary to address each student’s developmental need so s/he develops the skills necessary to read and learn from college level materials.

   The reading courses, READ 0800 Preparation for College Reading and READ 0900 Introduction to College Reading, do share some content areas and learning outcomes as a result of reading acquisition and comprehension being a developmental process. For example, some students may struggle with a facet of reading such as segmenting words (this is a characteristic common to people having a reading disability). Both reading courses address word parts including understanding Greek and Latin roots. Word segmentation is a skill that supports reading development in struggling readers while helping students who are further along in the reading process to develop a college-level vocabulary. Because word study (word segmentation) is included at both tiers, a struggling reader will benefit from word study and segmentation while the more skilled reader will continue to build skill for understanding academic words. As vocabulary increases, research strongly suggests that reading comprehension also increases for readers at all developmental levels.