COMMON COURSE OUTLINE:  Course discipline/number/title:  READ 0900: Introduction to College Reading

A.  CATALOG DESCRIPTION
1. Credits: 4
2. Hours/Week: 4
3. Prerequisites (Course discipline/number):  Appropriate RCTC placement test score, OR successful completion of READ 0800 with a grade of C or better.
4. Co-requisites (Course discipline/number):  None
5. MnTC Goals (if any):  NA

This course focuses on development of strategies and skills necessary for reading and understanding college-level academic texts in a variety of content areas.

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

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Reading for Understanding
   a) Expand understanding of college-level text through interaction with a variety of writing styles and text forms.
   b) Demonstrate use of appropriate reading strategies depending on purpose for reading and the nature of reading material.

2. Textbook Reading
   a) Use previewing as a way to activate prior knowledge and prepare to read text actively.
   b) Identify and differentiate between topic, main idea, major and minor supporting details in text.
   c) Identify and apply patterns of paragraph organization and structure.
   d) Organize textbook material into an outline or map.
   e) Summarize information from text.
   f) Predict and prepare for various kinds of assessment based on assigned readings.

3. Vocabulary/Word Study
   a) Learn and use context clues.
   b) Learn and use Greek and Latin roots.
   c) Apply structural analysis to learn word meaning.
   d) Learn and use content specific vocabulary.

4. Critical Reading
   a) Demonstrate abilities for critical reading
   b) Distinguish fact from opinion.
   c) Recognize purpose and tone.
   d) Identify bias and propaganda.

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. Identify topic, main idea, major and minor details, and patterns of organization in essays, articles, textbook chapter readings on a variety of topics.
3. Utilize textbook marking and other note taking strategies to interact with college-level text.
4. Summarize readings clearly and accurately.
5. Apply understanding of structural analysis of words to continue to develop college-level vocabulary.
6. Analyze a variety of texts (news articles, essays, research materials, textbooks, etc.) using critical reading techniques.
7. Foster a positive attitude toward college-level reading to actively participate in a community of academic readers.
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
3. Tests
4. Final exam
5. Journals
6. Discussions
7. Desire to learn (D2L):
   a) Online quizzes
   b) Online discussion
   c) Written assignments submitted via digital dropbox
8. Portfolio
9. Presentations
10. Group work

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

H. 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 needs 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 reading development 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 also for readers at all developmental levels.