

Course Outline of Record

1. Course Code: RDG-051
2.
 - a. Long Course Title: Analytical Reading
 - b. Short Course Title: ANALYTICAL READING
3.
 - a. Catalog Course Description:
This course is for students who need to enhance their college-level vocabulary and who need practice in analytical reading strategies as well as critical thinking skills. The focus of this course is on improving comprehension. Students read college-level selections from different disciplines and content areas.
 - b. Class Schedule Course Description:
This course provides practice in analytical reading strategies, critical analysis and builds college level vocabulary. Students will read college-level selections from different sources.
 - c. Semester Cycle (if applicable): n/a
 - d. Name of Approved Program(s):
4. Total Units: 3.00 Total Semester Hrs: 54.00
Lecture Units: 3 Semester Lecture Hrs: 54.00
Lab Units: 0 Semester Lab Hrs: 0
Class Size Maximum: 35 Allow Audit: No
Repeatability No Repeats Allowed
Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)
N/A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Nist, S., Mohr, C. (2010). *Improving Vocabulary Skills* (4th/e). W. Berlin, NJ Townsend Press.
College Level: Yes
Flesch-Kincaid reading level: 9-11
 - b. Langan, J. (2008). *Ten Steps to Improving College Reading Skills* (6th/e). W. Berlin, NJ Townsend Press. .
College Level: No
Flesch-Kincaid reading level: *N/A*
 - c. Lewis, N. (2014). *Word Power Made Easy* New York Pocket Books.
College Level: Yes
Flesch-Kincaid reading level: *N/A*
7. Entrance Skills: *Before entering the course students must be able:*
 - a.
Students should be able to read fluently and comprehend at least 9th grade text.
 - b.
Students should have a basic understanding of grammar.
 - c.
Students should be able to write a semi-organized paragraph that contains a main idea and supporting details
8. Course Content and Scope:

Lecture:

- a. Reading - Students will read from a wide variety of expository material including textbooks, periodicals, and instructor handouts. A full-length book may be assigned.
- b. Comprehension - Emphasis on analytical reading skills including recognition of main ideas, supporting details, levels of generality, inference, patterns of organization, and use of figurative language.
- c. Vocabulary - Discovering word meaning through context clues, word analysis, and word use within content areas. In addition, the instructor will employ direct instruction to increase vocabulary levels.
- d. Reading and Study Skills - Improving reading and study strategies through outlining, notetaking, skimming and scanning practice and reading strategies such as SQ3R and SOAR.
- e. Writing: Students will write regular organized responses and summaries to demonstrate analysis and comprehension of reading assignments

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Students will select appropriate strategies to read and comprehend college level expository material.

2.

Students will recall, analyze and evaluate college level reading through written summaries and reactions.

3.

Students will apply new vocabulary and distinguish between subtle differences in the meaning of words.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Demonstrate an awareness of the various textbook formats and writing styles.

2. Use outlining, note-taking, mapping and summarizing strategies

3. Use SQ3R and SOAR to prepare, read, and comprehend expository text.

4. Write organized summaries and reactions that capture main ideas and supporting details.

5. Understand multiple word meanings and synonyms.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

a. Demonstration, Repetition/Practice

b. Discussion

c. Distance Education

d. Lecture

e. Technology-based instruction

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

Group and individual work analyzing text as to organization. Practicing reading-study strategies such as surveying, outlining, predicting test questions & summarizing.

b. Out-of-class Assignments

a. Evaluate expository writing for main idea, support, and author's bias. b. Summarize expository writings. c. Group and individual activities analyzing vocabulary, details, relationships, inferences, location of main ideas and logical thinking.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays

RDG 051-Analytical Reading

- Written homework
- Guided/unguided journals
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution
- Behavior assessment
- Other
 - a. Short answer testing. b. Writing summaries and reactions. c. Analysis of reading ability

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO-GE C4.a - Language & Rationality (English Composition)

Communicate in many different situations, involving diverse people and viewpoints.

Listen and analyze the substance of others' comments.

Summarize and analyze fiction and nonfiction.

Recognize public presentation of oral and written work as a process subject to brainstorming, organizing, drafting, and revising.

PO-GE C5 – Personal Growth and Development

Value learning as a lifelong endeavor designed to enrich one's life.

Exhibit habits of intellectual exploration, personal responsibility, and well being.

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

Participate in teams to make decisions and seek consensus.

Recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.

Make informed decisions with self-awareness in practical matters including college and career choices.

PO-BS Critical Thinking

Locate questions and problems as a result of conversation, reading, and lectures

Assess relevant information and come to thought-out conclusions and solutions.

Value open-mindedness.

Communicate meaningfully with others.

PO-BS Reading and Writing Skills

Demonstrate reading skills to multiple texts.

Read complex passages with understanding.

Type structured texts in a variety of written forms according to purpose and audience.

Apply English conventions of grammar, mechanics, usage, punctuation, and format according to course intensity.

Summarize written texts with ability to differentiate fact from opinion.

Illustrate self-expression and original thinking through writing.

Recognize writing as a process (brainstorming, organizing, drafting) and revise and edit original work based on self-evaluation and peer review.

PO-BS Problem Solving

Use a variety of solution methods and techniques, for example, making a sketch, systematic listing, using the solution of a simpler (but related) problem.

Recognize the importance of checking a proposed solution to verify that it satisfies the requirements of a problem.

Recognize that a solution may not be possible, given limits of time, money, or other finite resources.

RDG 051-Analytical Reading

Restate (formulate) a problem mathematically.

Use background information in a subject to understand the nature of a problem and transfer information to new problems accordingly.

Identify what isn't known, but needs to be known in order to solve a problem (depending on the problem domain, reading and/or mathematical skills are helpful).

PO-BS Academic Behaviors

Recognize Plagiarism in any shape or form and be mindful of its consequences.

Develop appreciation for higher education.

Practice proper classroom etiquette.

Show respect to others and environment.

PO-BS Independent Study Skills

Recognize that the responsibility for learning and growth is their own.

Show purposeful and self-directed learning.

Create goals and take an active role in defining these goals.

Develop on-task endurance.

Develop study skills (note taking, flash cards) and time management ability.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Develop realistic goals.

Display habits of intellectual exploration, personal responsibility, and physical well being.

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value diverse cultures and populations.

Value the feedback of others.

IO - Critical Thinking and Communication

Apply principles of logic to problem solve and reason with a fair and open mind.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

Update SLO's to fit state, and accreditation requirements

20. a. Cross-Listed Course (Enter Course Code): *N/A*

b. Replacement Course (Enter original Course Code): *N/A*

21. Grading Method (choose one): Letter Grade Only

22. MIS Course Data Elements

a. Course Control Number [CB00]: CCC000341943

b. T.O.P. Code [CB03]: 152000.00 - Reading

c. Credit Status [CB04]: C - Credit - Not Degree Applicable

RDG 051-Analytical Reading

- d. Course Transfer Status [CB05]: C = Non-Transferable
- e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: N/A
- j. Course Prior to College Level [CB21]: A = 1 Level Below
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 2 = Stand-alone

Name of Approved Program (if program-applicable): N/A

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (Explain:)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

Copies of the books at the reference desk.

28. Originator Gary Bergstrom Origination Date 04/05/17