



## **SYLLABUS**

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### **CATALOG DESCRIPTION**

Develop academic reading and study skills for college, using authentic academic textbook material.

Prerequisites: Accuplacer Score 58-81 or C or better in RDNG 094

Semester Offered: Fall, Spring, Summer

#### **. Common Student Learning Outcomes**

*Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...*

##### **BROAD AND SPECIALIZED LEARNING**

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

##### **CRITICAL THINKING**

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

##### **CULTURAL AND CIVIC ENGAGEMENT**

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

##### **EFFECTIVE COMMUNICATION**

Students will exchange ideas and information with clarity in multiple contexts.

##### **INFORMATION LITERACY**

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

##### **INTEGRATING TECHNOLOGIES**

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

*Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.*

### **Course Learning Outcomes**

Upon successful completion of the course, the student will be able to...

1. To expand word knowledge using a variety of techniques
2. To demonstrate knowledge of various reading and comprehension strategies
3. To read and think critically
4. To develop and apply various study strategies

#### **COURSE LEARNING OUTCOMES**

- 1. To expand word knowledge using a variety of techniques**

- a. Given basic word structure forms (prefixes, suffixes, roots), students will recognize word parts and apply this knowledge to new vocabulary in content area reading. (LT)
- b. When reading new content area material, students will apply various context clues to determine word meaning and aid comprehension of text. (LT)
- c. When confronted with unknown words, students will recognize and use familiar word parts to help determine meaning. (LT)

**2. To demonstrate knowledge of various reading & comprehension strategies**

- a. When given an introduction to several approaches to reading content-area texts, students will use appropriate reading strategies to include previewing, making connections, monitoring comprehension, using fix-up strategies, and reflecting. (LTC)
- b. In reading textbook material, students will utilize essential comprehension skills including:
  - i. Identifying main idea (LT)
  - ii. Identifying supporting details (LT)
  - iii. make inferences (LT)
- c. Students will interpret and explain charts, graphs, and other visual material in textbooks and related information.

**3. To read and think critically**

- a. Given passages and reading from the content area, students will distinguish critical aspects of reading such as:
  - i. Author's tone (LT)
  - ii. Author's purpose (LT)
  - iii. Author's bias (LT)
  - iv. Word denotation & connotation (LT)
  - v. Fact / opinion (LT)
  - vi. Multiple perspectives (LT)
- b. Using texts and related materials, students will evaluate supporting evidence.

**4. To develop and apply various study strategies. After introduction and practice of various study skills, students will**

- a. Create a master schedule (LT)
- b. Demonstrate proficiency in the Cornell note-taking system (LTC)
- c. Demonstrate proficiency in study systems (LT)
- d. Use mapping and other form (LT)

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**Syllabus is on file in Dean's office.**

## COURSE LEARNING OUTCOMES

### 1. To expand word knowledge using a variety of techniques

### 2. To develop awareness and demonstrate knowledge of various reading & comprehension strategies

- a. When given an introduction to several approaches to reading content-area texts, students will use appropriate reading strategies to include previewing, making connections, monitoring comprehension, using fix-up strategies, and reflecting. Suggestions

- ▶ WIKA
- ▶ PLAN-3
- ▶ Double-entry journals
- ▶ Textbook marking
- ▶ Post-it notes marking difficult text

- b. In reading textbook material, students will utilize essential comprehension skills including:

- i. Identifying main idea
- ii. Finding supporting details
- iii. Interpreting facts to make inferences
- iv. Summarizing information to drawing conclusions

- c. Students will interpret and explain charts, graphs, and other visual material in textbooks and related information.

### 3. To read and think critically

- a. Given passages and reading from the content area, students will distinguish critical aspects of reading such as:

- i. Author's tone
- ii. Author's purpose
- iii. Author's bias
- iv. Word denotation & connotation
- v. Fact / opinion
- vi. Multiple perspectives

- b. Using texts and related materials, students will evaluate supporting evidence.

- 4. To develop and apply various study strategies. After introduction and practice of various study skills, students will**
- a. Create a master schedule
  - b. Demonstrate proficiency in the Cornell note-taking system
  - c. Demonstrate proficiency in study systems, such as REAP, SQ3R, and the like
  - d. Use mapping and other forms of graphic organizers
    - 1. Apply memory strategies