RDG 031

COLLEGE READING: CONTEXTUALIZED STUDIES IN

3.0 Credit Hours

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RDG 031: College Reading: Contextualized Studies in _____

I. COLLEGE READING

A. Prerequisite: “C” or better in RDG 020 or mandatory placement for students who have a COMPASS reading score between 62-80. Students with no ACT score or those testing below 18 on the ACT must take the Compass placement test. The ACT measures college-level achievement only, so it cannot place for remedial courses. This section of College Reading is reserved for students who are interested in a field of study in ________, and they may be co-enrolled in courses in that field.

B. 3.0 credit hours

C. This course emphasizes higher-level reading comprehension and retention with pre-, during-, and post-reading strategies in the study of a variety of texts, including multi-disciplinary textbooks, fiction and non-fiction. This is a comprehensive reading program that also enhances critical thinking skills and advanced vocabulary strategies. Fifty percent of the reading and vocabulary materials in this contextualized section will be related to the specified area of interest. (F, S, Su)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES.

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<th>RDG 031 Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tr>
<td>Student will evaluate and improve reading process and study skills.</td>
<td>Discussions, assignments, and electronic practice on before/during/after-reading strategies, learning styles, retention strategies, reading rate and efficiency, and reading flexibility.</td>
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<td>Student will improve vocabulary through strategies for acquiring, analyzing, and retaining words.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over context clues, word analysis, reference tools, affixes/roots, denotation and connotation, and academic vocabulary.</td>
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<td>Student will improve basic reading comprehension through analysis of structures in complex texts.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over theme/main idea, details, and patterns of organization.</td>
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<td>Student will improve critical thinking skills through evaluation of the content of complex texts.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over predicting, inferring, purpose/tone, fact vs. opinion, and analyzing persuasion.</td>
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<tr>
<td>Student will gain a better understanding of literature and figurative language through analysis of textual elements.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over multiple types of literature and literary devices such as metaphor, personification, etc.</td>
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<td>Student will improve ability to successfully evaluate and utilize non-fiction materials such as longer academic passages, college level textbooks and mass media.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over textbook passages, reading across the curriculum, SQ3R, annotation, and visual aids.</td>
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<td>Student will be able to synthesize and articulate comprehension of complex reading passages.</td>
<td>Discussions, formal written assignments, electronic practice, and multi-sectional assessments of summaries and responses.</td>
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<td>Student will gain a greater understanding of general language through analysis of basic language.</td>
<td>Discussions, assignments, electronic practice, and tests/quizzes over basic grammatical elements, types of language (formal/informal), and the evolution/etymology of words.</td>
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<td>Student will demonstrate reading gains in college readiness measures.</td>
<td>Satisfaction of entire reading course with a grade of “C” or better.</td>
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III. **OUTLINE OF TOPICS** (denote optional content parenthetically)

A. Evaluation of Reading Skills
   1. Computer diagnostics and non-computer diagnostics
   2. Learning and studying styles
   3. Orientation for contextualized studying

B. Vocabulary Improvement (words chosen for contextualization)
   1. Vocabulary in context, denotation and connotation
   2. Word analysis and word parts
   3. Reference tools and academic vocabulary

C. Understanding Language
   1. Basic lessons in the structure of clauses, sentences, paragraphs, and longer pieces
   2. Parts of speech in language

D. Improving Basic Reading Comprehension (reading selections based on contextualization)
   1. Theme, main idea
   2. Patterns of organization, rhetorical modes
   3. Major and minor details
   4. Visual aids

E. Improving Critical Reading (reading selections based on contextualization)
   1. SQ3R
   2. Annotation
   3. Fact vs. opinion, intention, bias, tone
   4. Test-taking skills
F. Understanding contextualized reading (reading selections based on contextualization)
   1. Textbook reading
   2. Non-fiction reading of relevant topics
   3. Fiction with emphasis in relevant topics

G. Articulation of Comprehension (topics chosen based on contextualization)
   1. Practicing discussion (Socratic method) for learning
   2. Learning and writing the summary essay
   3. Learning and writing the response essay

IV. METHOD(S) OF INSTRUCTION: College reading will be delivered 2.0 hours in a regular classroom setting and 1.0 hour in a computer classroom setting under the supervision of same instructor, during which students will reinforce skills with an online reading product.

V. REQUIRED TEXTBOOK(S):

   Other contextualized materials as customized for the course.

VI. REQUIRED MATERIALS:
   Access code for MyReadingLab online product.

VII. SUPPLEMENTAL REFERENCES: None

VIII. METHOD OF EVALUATION: Students will achieve a “C” or better based on multiple assessments, including participation, electronic practice, quizzes, and tests. Percentages will be standard (90% of points = A, 80% = B, etc.).

IX. ADA AA STATEMENT

   Students who have needs because of a learning disability or other kinds of disabilities should contact the Americans with Disabilities Act Amendments Act (ADA AA) office at (636) 481-3169 or (636) 797-3000 x3169 and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

   Assignments or test answers that have been copied from another student or another source will not be scored. The student may fail that assignment or the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.

   [Link](http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84)