I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

**READ 82 College Reading - Comprehension** 3 Units

**Prerequisite:** Satisfactory completion of READ 40 or qualification by the MJC assessment process.

*Designed to improve student's comprehension and retention of college level materials.*

Field trips are not required.  (A-F Only) Lecture

II. **LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:*

A. **COURSE CONTENT**

1. **Required Content:**

   a. Utilizing context

      i. Definition

      ii. Example

      iii. Compare-contrast

      iv. Inference

   b. Developing efficient reading techniques

      i. Prereading

      ii. Questioning

      iii. Checking for comprehension

      iv. Evaluating

      v. Relating

   c. Determining central focus

      i. General vs. specific ideas

      ii. Identifying topic

      iii. Finding the main idea (thesis)

      iv. Inferring unstated main idea (thesis)

      v. Identifying supporting details

      vi. Transitions
d. Following author's development
   i. Illustration-example
   ii. Definition
   iii. Comparison-contrast
   iv. Cause-effect
   v. Classification
   vi. Chronological order
   vii. Process
   viii. Analysis

e. Interpreting author's message
   i. Connotative meaning
   ii. Implied meaning
   iii. Figurative language
   iv. Allusion

f. Interpreting author's purpose
   i. Style
   ii. Audience
   iii. Tone
   iv. Language

g. Evaluating reading material
   i. Source of material
   ii. Authority of author
   iii. Evaluating author's assumptions
   iv. Author bias
   v. Fact vs. opinion
   vi. Judging adequacy of support
   vii. Author's value judgments

h. Reading a wide variety of selections
   i. Selections reflect different cultures
   ii. Authors are ethnically diverse
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of READ 40 or qualification by the MJC assessment process.

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Identify context clues and utilize them to define unknown words
   b. Distinguish between general and specific sentences
   c. Identify the topic sentence of a paragraph
   d. Infer unstated main ideas
   e. Distinguish details which support the main idea from those which do not
   f. Outline reading selection to show its organization
   g. Make inferences based upon reading
   h. Determine author's point of view
   i. Read increasingly more sophisticated material
   j. Choose reading as a recreational activity with increasing frequency
   k. Identify meanings of assigned vocabulary words and utilize the words in sentences appropriately
   l. Read articles reflecting a variety of cultures

C. **HOURS AND UNITS**

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<th>UNITS</th>
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D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*
   1. Lecture and guided discussion
   2. Assign numerous pieces of exposition for students to appraise specified criteria.
   3. Assign written exercises to reinforce points of instruction.
   4. Assign readings with objective-appropriate questions

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
a. Daily reading of materials
b. Written work associated with outside reading
c. Study for weekly vocabulary quizzes
d. Study for unit exams (approximately five per term)

2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

a. Evaluate readings for
   i. Author's tone and purpose
   ii. Author's bias

b. After reading a selection
   i. Infer unstated thesis statement
   ii. Infer definitions of unknown words based on context

c. Typical question: After reading this passage, list the highly connotated words and from that list infer the author's tone and bias.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

analyze the structure of essays, articles, and stories. The student should be prepared to apply contextual information to determine the definitions of unfamiliar words.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

*Upon satisfactory completion of this course, the student will be able to:*

a. Identify context clues and utilize them to define unknown words.

b. Transfer appropriately efficient reading techniques such as pre-reading and questioning to
A wide variety of reading materials.

- Distinguish between general and specific sentences.
- Identify the topic sentence of a paragraph.
- Predict the content of a paragraph utilizing the topic sentence.
- Infer unstated main ideas of both paragraphs and longer selections.
- Distinguish details which support the main idea from those which do not.
- Translate the author's main idea into student's own words.
- Apply reading transition devices to aid comprehension.
- Identify different methods of development in a variety of readings.
- After identifying method of development, apply appropriate strategies and outline major and minor points.
- Identify the functions of the paragraph within an article or essay.
- Select which paragraphs should be read carefully and which may be skimmed.
- Outline information to show its organization.
- Analyze author's language and word choices with the understanding that words suggest positive or negative attitudes.
- Make inferences based upon reading.
- Locate figurative language and assess its meaning.
- Infer the author's purpose by considering style and intended audience.
- Infer author's point of view.
- Judge the value and accuracy of reading material.
- Assess author bias.
- Evaluate author's assumptions as valid or specious.
- Determine any value judgments made by author.
- Evaluate reading material and formulate valid conclusions.
- Apply increased flexibility of reading skills.
- Read and interpret increasingly sophisticated material.
- Synthesize reading experiences with own experiences.
- Choose reading as a recreational activity with increasing frequency.
- Increase the level of sophistication of pleasure reading.
- Read a variety of selections which reflect different cultures and/or are written by an ethnically diverse group of authors.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **FORMATIVE ASSESSMENT**
   1. Unit exams (objective)
   2. Unit exams (essay/short answer)
   3. Quizzes
   4. Reading journals
   5. In-class writings (e.g., reaction papers, summaries)
   6. Pre-tests
   7. Homework

B. **SUMMATIVE ASSESSMENT**
   1. Final examination
   2. Post-tests