

COURSE OUTLINE **College Reading 2**

Course Description

RD 012. College Reading 2. 3 credit hours. Prerequisite: A score at a predetermined level in reading on a placement instrument or RD 011 with C or better. Additional diagnostic testing will be used to verify correct placement in this course. This course will enable the student to improve word recognition techniques, reading comprehension skills, and vocabulary. The student will learn textbook study strategies and practice silent reading fluency.

Required Materials

No book is required for this course. All the reading materials are attached to the assignments in the modules.

Butler-Assessed Outcomes

The intention is for the student to be able to do the following:

1. Increase vocabulary and reading comprehension level as measured by the selected reading pre-and-posttest.
2. Read in a silent sustained reading situation and write an accurate summary of the main idea and supporting details of a passage.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area:

Analytical Thinking Skills

- Critical thinking - Through reading activities, the student will develop word recognition techniques, reading comprehension skills, and vocabulary.

Major Summative Assessment Task(s)

These Butler-assessed Outcomes(s) and Learning PACT skills will be demonstrated by the following:

1. Achieving improved performance on a select reading posttest.
2. Writing a summary of the main idea and supporting details of an expository passage.

Skills or Competencies

These actions are essential to achieve the course outcomes:

1. Use word recognition techniques, including structural analysis and context clues.
2. Find main idea of a passage.
3. Identify supporting details of a passage.
4. Summarize the main idea and supporting details of a passage.
5. Identify key transitional words and patterns of organization.
6. Use textbook study strategies.

Learning Units

- I. Active vs. passive reading
- II. Vocabulary study
 - A. Structural analysis
 - 1. Prefixes
 - 2. Suffixes
 - 3. Root words
 - 4. Differing forms of words from affixes – nouns, verbs, adjectives
 - 5. Homographs and homophones
 - B. Context clues
 - 1. Definition/example
 - 2. Synonyms
 - 3. Antonyms
 - 4. General sense of a passage
- III. Main idea and supporting details
 - A. Topic and main idea statement
 - B. Signal/transition words
 - 1. Additions/list words
 - 2. Time words
 - 3. Illustration words
 - 4. Comparison/contrast words
 - 5. Cause and effect words
 - C. Location of main idea
 - D. Implied main idea
 - E. Summarizing main idea and supporting details
 - 1. Outlining
 - 2. Mapping
 - 3. Written summaries
- IV. Transitions and patterns of organization
 - A. List of items
 - B. Time order
 - C. Definition/example/illustration
 - D. Compare/contrast
 - E. Cause and effect
- V. Inferences
 - A. Making inferences about visual material
 - B. Making inferences about written material
- VI. Author's purpose and tone

VII. Basics of argument

A. Recognizing author's point and support

1. Relevant
2. Adequate

B. Drawing logical conclusions

VIII. Critical reading

A. Separating fact and opinion

B. Determining propaganda (this was covered in RD011 and will be again reviewed in EG101)

1. Bandwagon
2. Testimonial
3. Transfer
4. Plain folks
5. Name calling
6. Glittering generalities

C. Recognizing errors in reasoning

1. Circular reasoning
2. Personal attack
3. Straw man
4. False cause
5. False comparison
6. Either-or

IX. Non-fiction reading

A. Type

B. Structure

C. Research reading

D. Scholarly vs. popular text

X. Silent reading fluency

A. Fiction study

B. Expository reading

C. Guided reading

D. Independent reading

XI. Summary

A. Identifies overall main idea

B. Identifies essential supporting details

C. Uses transition/relationship words to signal details

D. Uses own words throughout except where author's words are preserved for clarity

Learning Activities

Learning activities will be assigned to assist the student in achieving the intended learning outcomes through silent reading, lecture, class discussions, writing assignments, workbook exercises, computer-based reading practice and other

activities at the discretion of the instructor. These activities may be either face-to-face or online.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include reading assignments, writing assignments quizzes, tests, homework, class participation, reading performance as measured by the selected reading test and other methods of evaluation at the discretion of the instructor.