

Standard Institutionally Developed College: N/A

EDGE Compatible: No

Pre-requisites

Co-requisites

Course Description

Emphasizes vocabulary, comprehension, and critical reading skills development. Topics include vocabulary skills, comprehension skills, critical reading skills, study skills, and content area reading skills.

Course Length

	Minutes	Contact Unit
Lecture:	2250	
Lab 2:	0	
Lab 3:	0	
Practicum/Internship:	0	
Clinical:	0	
Total:	2250	3

Semester Credit Hours: 3

Competencies

Order	Description	Lecture	Lab2	Lab3	Practicum/Internship	Clinical	Total Minutes	Semester Credit Hrs
1	Vocabulary Skills	420	0	0	0	0	420	0
2	Comprehension Skills	900	0	0	0	0	900	1
3	Critical Reading Skills	480	0	0	0	0	480	0
4	Study Skills	240	0	0	0	0	240	0
5	Content Area Reading Skills	210	0	0	0	0	210	0
Totals for Course READ 0097 - Reading II (version 201003):		2250	0	0	0	0	2250	3

Learning Outcomes

Vocabulary Skills

Order	Description	Learning Domain	Level of Learning
1	Use word parts to determine word meanings.	Cognitive	Application

Order	Description	Learning Domain	Level of Learning
2	Use a dictionary effectively.	Cognitive	Application
3	Use context clues to determine word meanings.	Cognitive	Application

Comprehension Skills

Order	Description	Learning Domain	Level of Learning
1	Identify stated and implied main ideas.	Cognitive	Knowledge
2	Identify supporting details.	Cognitive	Knowledge
3	Identify transition words, phrases, and sentences.	Cognitive	Knowledge
4	Identify paragraph patterns, such as time order, examples, series, comparison and contrast, and cause and effect.	Cognitive	Knowledge
5	Interpret graphs, charts, tables, and maps.	Cognitive	Application

Critical Reading Skills

Order	Description	Learning Domain	Level of Learning
1	Differentiate between facts and opinions.	Cognitive	Analysis
2	Infer meanings and draw conclusions.	Cognitive	Analysis
3	Deduce author's purpose and tone.	Cognitive	Analysis

Study Skills

Order	Description	Learning Domain	Level of Learning
1	Develop textbook reading skills, which include previewing, reviewing, and annotating.	Cognitive	Application
2	Develop techniques for locating and organizing information.	Cognitive	Application
3	Develop reading techniques that help prepare for objective/subjective test taking.	Cognitive	Application
4	Compute oral and written directions.	Cognitive	Application

Content Area Reading Skills

Order	Description	Learning Domain	Level of Learning
1	Develop content area reading skills by reading a variety of materials.	Cognitive	Application

References

Order	Reference Type	Description
1	Book with Author(s) Listed	Wiener, Harvey, and Charles Bazerman. (2006). Basic reading skills handbook. (Sixth Edition). New Jersey: Longman.
2	Book with Author(s) Listed	McWhorter, Kathleen. (2007). Essential Reading Skills with Myreadinglab. (Third Edition). New Jersey: Prentice Hall.
3	Book with Author(s) Listed	Kanar, Carol. (2000). The confident reader. (Second Edition). Massachusetts: Houghton Mifflin.

Order	Reference Type	Description
4	Book with Author(s) Listed	Olsen, A., and P. Biley. (2010). Active vocabulary. (Fourth Edition). New Jersey: Longman.
5	Book with Author(s) Listed	Pabis, Darlene, and Arden Hamer. (2009). Basic college vocabulary strategies. (Second Edition). New Jersey: Pearson Prentice Hall.
6	Book with Author(s) Listed	Langan, John. (2008). Ten Steps to Improving College Reading Skills. (Fifth Edition). New Jersey: Townsend Press. www.townsendpress.com
7	Book with Author(s) Listed	Nist, Sherrie L., and Carole Mohr. (2002). Improving Vocabulary Skills. (Third Edition). New Jersey: Townsend Press. www.townsendpress.com
8	Book with Author(s) Listed	Henry, D. J.. (2008). The Effective Reader. (Second Edition). New Jersey: Longman.
9	Edited Book	Byrd, Patricia, Joy Reid, Cynthia Schuemann, and Linda Robinson (Eds.). (2006). College Reading 2. Miami, Florida: Heinle.
10	Other	Reading Keys. (2007) Second Edition. Massachusetts: Houghton Mifflin
11	Other	Reading Series Book 2. (2005) First Edition. Massachusetts: Houghton Mifflin.
12	Book with Author(s) Listed	Smith, B., & Morris, L.. (2010). Breaking through college reading. (9th). New York, NY: Longman.