_____SOUTH SEATTLE COMMUNITY COLLEGE_____
                                                    Academic Programs

COURSE OUTLINE
Revision: Dolores Mirabella, Winter 2011

DEPARTMENT: Academic Programs

CURRICULUM: Developmental English

COURSE TITLE: College Preparatory Reading and Study Skills,
                       III

COURSE NUMBER: ENGL 095

TYPE OF COURSE: College Preparatory
Special Requirement Met: N/A

AREA(S) OF KNOWLEDGE: None

COURSE LENGTH: 1 quarter

CREDIT HOURS: 5

LECTURE HOURS: 55

LAB HOURS: 0

CLASS SIZE: 25

PREREQUISITES: Appropriate placement testing or
                       recommendation by authorized faculty

COURSE DESCRIPTION:

This course is designed to prepare students to handle the demands of college-level reading. Students are taught to understand relationships between ideas, to build upon their own background knowledge, to determine the purpose for reading, and to read with an inquiring and critical mind. Students are taught the study skills necessary to monitor and regulate their own learning.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively.
3. Critical Thinking and Problem Solving - Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one's own skills, abilities, and ideas.   Take pride in one's work.
5. Information Literacy - Access and evaluate information from a variety of sources and contexts, including technology.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. Use specific study skills
2. Use active reading techniques.
3. Use text structure and organization as a basis for comprehension
4. Apply literal, interpretive, and evaluative comprehension skills to content area reading as well as to literary essays
5. Apply techniques for building a college-level vocabulary
6. Use textbook marking and note taking skills
7. Apply study-reading strategies
8. Do basic library research
9. Respond appropriately to essay questions

TOPICAL OUTLINE:

I.   Foundation Skills
       A. Pre-reading Techniques for Active Reading
            1. Survey and predication
            2. Preliminary questions
            3. Schema activation/importance of background knowledge
            4. Establishment of purpose
            5. Identification of cognitive and metacognitive skills

TOPICAL OUTLINE (cont.):

Vocabulary Development
   6. Content clues
      a. Direct and indirect definitions
      b. Synonyms and antonyms
      c. General sense
   7. Structural Analysis
      a. Roots
      b. Prefixes
      c. Suffixes
   8. Systematically Learning New Words

   B. Text Structure
      1. Main ideas and support
      2. Detail patterns/Patterns of Text Organization
      3. Signal/transition words

II. Efficient Study-Reading/Learning Techniques
   A. Study reading
   B. Learning style as a metacognitive tool
   C. Textbook/essay marking, annotating and note taking
   D. Memory techniques
   E. Metacognition - monitoring and self-regulating learning

III. Comprehension Skills
   A. Literal
      • Understanding what the author directly states.
      • Determining main ideas, supporting details, patterns of organization.
      • Understanding the relationships and connections between/among ideas.
   B. Interpretive
      • Understanding what the author implies, including implied main ideas.
      • Making inferences and drawing conclusions, determining the author's purpose and tone.
      • Synthesizing information. Taking information from more than one source and seeing relationships and connections.
      • Understanding metaphors, similes, symbolism, and other devices used by the writer to communicate to the reader without directly stating something.
      • Identifying stylistic devices used by author.
   C. Evaluative/Critical/Analytical
      • Determining the effectiveness of quality of writing based on criteria.

- Determining the effectiveness of an argument in terms of adequate, relevant support.
- Detecting errors in reasoning.
- Detecting an author's bias
- Detecting propaganda techniques.

REVISED BY: Dolores Mirabella
DATE: Winter 2011

Course Prefix and Number:
Course Title:

SLO #	Included in Course Objective Number	SSCC Student Learning Outcomes
SLO 1.1	1,2,3,4,5	Communication - Read and listen actively
SLO 1.2	5,9	Communication - Speak and write effectively
SLO 2.1		Computation - Use mathematical operations
SLO 2.2		Computation - Apply quantitative skills
SLO 2.3		Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills
SLO 3.1	1	Human Relations - Use social interactive skills to work in groups effectively
SLO 3.2		Human Relations - Recognize the diversity of cultural influences and values
SLO 4.1	2,3	Critical Thinking and Problem Solving -
SLO 5.1		Technology - Select and use appropriate technological tools
SLO 6.1		Personal Responsibility - Be motivated and able to continue learning and adapt to change
SLO 6.2	1,7	Personal Responsibility - Value one's own skills, abilities, ideas and art
SLO 6.3	1,7	Personal Responsibility - Take pride in one's work
SLO 6.4		Personal Responsibility - Manage personal health and safety
SLO 6.5		Personal Responsibility - Be aware of civic and environmental issues
SLO 7.1	4,8	Information Literacy - Access and evaluate information
SLO 7.2		Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society