

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**READ 127 - Reading for College Success**

**3 Unit(s)**

**Prerequisite(s):** READ 225 or Reading Level III

**Recommended Prep:** NONE

**Transfer Status:** NT

51 hours Lecture

This course will prepare students for college reading. Students will develop critical reading and critical thinking skills for success in this and other courses. Students will become more efficient and flexible readers as they choose appropriate strategies for a wide variety of challenging fiction and non-fiction reading materials. Skills and strategies will be developed in the context of course readings.

### II. OBJECTIVES

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

- A. identify his/her purpose(s) for reading and choose appropriate strategies.
- B. demonstrate a variety of active reading strategies, such as annotating, monitoring comprehension, making inferences, mapping, questioning, and researching.
- C. engage in a conversation with the text and respond with his or her own ideas and opinions.
- D. identify the author's argument and distinguish between the main idea and supporting details and between fact and opinion.
- E. evaluate the integrity and credibility of the author's argument, claim, evidence, and sources.
- F. understand and analyze author's use of tone, figurative language and word choice.
- G. employ strategies to understand unfamiliar words using context clues and word knowledge.
- H. employ appropriate strategies to understand online material, textbooks, and current news media.

### III. COURSE CONTENT

#### **A. Unit Titles/Suggested Time Schedule**

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Identifying purpose for reading	1.00
2. Active reading strategies	3.00
3. Annotation	3.00
4. Reading rate and flexibility	1.00
5. Making inferences	3.00
6. Metacognitive strategies	2.00
7. Responding to readings	2.00
8. Tone and word choice	2.00
9. Identifying and understanding figurative language	2.00
10. Using context clues and developing word knowledge	3.00
11. Identifying author's purpose	2.00
12. Identifying main idea, unstated main idea and support	6.00
13. Fact vs. opinion	2.00
14. Identifying author's argument	3.00
15. Evaluating elements of argument	6.00

16. Evaluating news media	3.00
17. Developing textbook strategies	4.00
18. Reading and evaluating online materials	3.00
Total Hours	51.00

#### IV. **METHODS OF INSTRUCTION**

- A. Lecture
- B. Group Discussions
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Reading Assignments
- G. Individual projects
- H. A minimum of 400 pages will be read, including one full-length text.

#### V. **METHODS OF EVALUATION**

- A. Exams/Tests
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

#### VI. **EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  1. As you read the assigned reading, create a "say, mean, matter" chart to track important ideas, what they mean and why they matter.
  2. Read and annotate pages 35-70. Focus on main idea annotations. Be prepared to discuss the author's argument and analyze the evidence she uses to support her thesis.
- B. Writing Assignments
  1. For the assigned reading, do a reading log in which you analyze your purpose for reading, make a plan for reading, and then analyze the strategies you chose to use and how effective they were.
  2. After reading pages 125-55, write a reading log in which you compare Juana's choice to her mother's choice. Discuss each character's reasons and give your opinion on which (if either) character had better reasons for doing what she did.
- C. Out-of-Class Assignments
  1. Read one of the articles in the "recent news" folder on Blackboard. Analyze the article for bias and be prepared to share your ideas with classmates who read the same article.
  2. Before reading a textbook assignment for another class, preview the chapter, looking at titles and headings, study aids, text boxes and other text features (maps, graphs, diagrams, photographs). As you preview the reading, write what you think you'll learn in the chapter and questions you have about the content.

#### VII. **RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

- A. Spears, Deanne. Improving Reading Skills. 7th Edition. McGraw Hill, 2013.

Materials Other Than Textbooks:

- A. A minimum of one full length text

- B. Dictionary
- C. Class handouts

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