

Date: February 2006

- I. Course Name: Effective Reading II
Prefix and Number: GST 122
Credit Hours and Contact Hours: 3 credit hours - 3 contact hours
Catalogue Description:

This course is designed to improve a student's understanding of higher level reading skills needed for college success and to increase the student's interest in reading. Emphasis is placed on critical thinking and analytical reading skills. Specific instruction is based upon assessment of the student's current level of performance. Class size is limited to provide opportunities for individualization and/or small group instruction.

II. Course Outcomes and Objectives:

Learning Outcomes:

- To provide instruction and practice that will improve the students' reading skills as well as further their interest in reading
- To improve comprehension
- To improve vocabulary strategies
- To develop higher level reading skills
- To address critical thinking skills

Relationship to Academic Programs:

Effective Reading II (GST 122) counts as General Elective credit, and supports reading across the curriculum and the General Education requirement for critical thinking.

College competencies addressed by the course:

Writing	Ethics/Values
Oral Communication	Global Concerns
Reading	Citizenship
Computer Literacy	Information Resources
	Critical Thinking

III. Methods of Instruction:

Types of Course Materials:

Textbook(s): No specific textbook is required. Types of materials may include newspaper, magazine, journal, traditional textbooks, print and on-line articles, books of fiction and non-fiction.

Methods of Instruction:

Instructional strategies may include lecture, group discussion, guest speakers, videos, and computer technology.

Assessment Measures:

Formal and informal assessment measures will be used during the course to assess the following:

- Students will exhibit higher level reading skills.
- Students will demonstrate the ability to use various read-study systems.
- Students will demonstrate increased reading comprehension.
- Students will demonstrate improved vocabulary strategies
- Students will exhibit the ability to transfer reading strategies to various content areas.
- Students will demonstrate the ability to apply critical thinking skills to both fiction and non-fiction readings.

Methods of Evaluation:

A variety of evaluations may be used and may include quizzes, examinations, research, summaries, responses, book reviews, and projects.

IV. General Outline of Topics Covered:

- I. Student reading Inventory
 - A. Self assessment
 - B. Role of miscues
 - C. Exposure to a variety of genres

- II. Comprehension skills topics
 - A. Basic reading skills
 - 1. Main idea/supporting details
 - 2. Topic sentences
 - 3. Organizational patterns
 - 4. Distinguishing fact/opinion
 - 5. Developing inferential thinking
 - 6. Identifying author's tone/purpose
 - 7. Making judgments
 - 8. Drawing conclusions
 - 9. Identifying author's style
 - 10. Interpreting figurative language

 - B. Higher level reading skills
 - 1. Read visuals such as graphs, charts, and tables
 - 2. Read materials that call for inferring, speculating, and drawing conclusions
 - 3. Translate key ideas from readings into student's own format for personal study
 - 4. Translate key ideas into a study sheet
 - 5. Respond to test questions that are worded differently from the text
 - 6. Apply content from a particular reading to situations/context

- similar to but different from those of the reading
7. Search Internet for information
 8. Compose summaries, reports, critiques, etc.

III. Vocabulary strategies

- A. Context clues
- B. Structural and phonetic analysis
- C. Use of dictionary and thesaurus
- D. Content/discipline specific vocabulary

IV. Development of active reading strategies

- A. Textbook strategies such as SQ3R, marking, annotating
- B. Techniques for fiction
- C. Techniques for non-fiction