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<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>Eng 033</td>
<td>Introduction to College Reading I</td>
<td>4</td>
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<tr>
<th>Hours: lecture</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
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<tr>
<td>4</td>
<td>Placement test</td>
<td>sem/year 2014</td>
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**Catalog description (as it appears in 2014-2015 edition):**
Intended to help students become better readers and thinkers who take ownership of their learning. Students read, analyze, discuss, and write on the material presented in the course. Introduction to intermediate college-level readings (both fiction and non-fiction) builds comprehension and study skills to succeed in college-level courses.

**Is course New, Revised, or Modified?** [Modified courses are those which have a new prefix or course number] Revised

**Required texts/other materials:**
Reading Keys Larraine Fleming
With Aplia Computer Program Modules of Reading Comprehension.

**Revision date:** Spring, 2013

**Course coordinator:** (Name, telephone number, email address)
Carol Friend x 3371 friendc@mccc.edu

**Information resources:** (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)

**Other learning resources:** (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
Exit Learning Outcomes
Core Abilities

A. Students will restate, label, identify, define, describe, and memorize reading texts. Students will paraphrase, express, match, illustrate, distinguish, summarize, interpret, interrelate, and extend comprehension of reading texts. Students will organize, prepare, generate own meaning from texts. Students will identify and restate underlying or implicit assumptions/inferences from texts. Students will thoughtfully identify and compare diverse perspectives presented in texts.

B. Students will be able to recognize, identify, understand, restate, describe, memorize either stated or implied main ideas, supporting details, vocabulary meanings, and inferences when reading college level text material. Students will analyze and evaluate author’s conclusions. Students will recognize and describe author’s worldview perspectives and bias’s presented in the texts. Students will demonstrate their understanding of text by showing ability to synthesize, integrate their knowledge with the new knowledge gleaned from the texts.

C. Students will use computers to develop better comprehension and knowledge to read more successfully at the college level. Students will access information using the computer software to improve reading speed, comprehension, vocabulary building, and answering comprehension questions correctly. Students will use email effectively and appropriately. Students will use a web browser and search engines to seek information and will recognize types of information and sources. Students will use the computer software programs independently when appropriate.

E. Communicate effectively in speech and writing, and demonstrate proficiency in reading. Students will read, write, and listen actively, critically, and reflectively. Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see. Students will evaluate and revise their written and/or oral communication. Students will write and speak clearly and effectively in formal American English.

F. Students will understand, appreciate and respect nonverbal, cultural, and gender communication in face to face settings as well as in online communication settings.

General Education Outcomes

A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
C. Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
D. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
E. Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

**Competencies**

1. **Learn and practice reading strategies.**
   - **Linked Core Abilities**
     Communicate effectively in speech and writing, and demonstrate proficiency in reading.
   - **General Education Outcomes**
     Goal 1. Communication. Students will communicate effectively in both speech and writing.
   - **You will demonstrate your competence:**
     Accurate reading comprehension
   - **Your performance will be successful when:**
     Reading independently without frustration or distraction at a level above your initial readability level
   - **Learning Objectives**

7. **Use a computer improve reading skills.**
   - **Linked Core Abilities**
     Use computers to access information and answer questions standardized reading comprehension correctly.
   - **General Education Outcomes**
     Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

8. **Work in groups to develop ideas, discuss readings, brainstorm, draft, and revise essays.**
   - **Linked Core Abilities**
     Demonstrate interpersonal skills required for effective performance in group situations.
   - **General Education Outcomes**
     Goal 1. Communication. Students will communicate effectively in both speech and writing.
   - **You will demonstrate your competence:**
     - in class activities and writing assignments.
     - by participating as a member of a group on a project
   - **Your performance will be successful when:**
     - you are prepared for class.
     - you can listen to your classmates.
     - you can ask good questions.
     - you make thoughtful contributions to a small-group discussion.
     - you can take notes on discussion.
     - you can facilitate discussion.
     - you can stay on task
     - you can show respect for of other's ideas and opinions of others
     - group member helps the group reach consensus
   - **Learning Objectives**
     a. Cooperate with other students.
     b. Contribute to a group discussion or project.
     c. Collaborate effectively.
9. **Read, discuss, and write about texts from a variety of worldviews.**

   **Linked Core Abilities**
   Use critical thinking to understand and retain information.

   **General Education Outcomes**
   Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

   **You will demonstrate your competence:**
   Reading and answering comprehension questions
   o by participating in the class

   **Your performance will be successful when:**
   o you enter into class discussions
   o you offer questions or comments during class
   o you attend class regularly
   o you arrive for class on time
   o you listen attentively during class
   o you try to understand views and ideas different from your own.

   **Learning Objectives**
   a. Question assumptions about other people.
   b. Develop schema for cultures other than one's own.
   c. Consider the ethical and moral dilemmas that arise in a multi-cultural society.

10. **Respond in writing in to a variety of readings using various formal and informal modes including personal narrative and exposition.**

    **Linked Core Abilities**
    Communicate effectively in speech and writing, and demonstrate proficiency in reading.

    **General Education Outcomes**
    Goal 1. Communication. Students will communicate effectively in both speech and writing.

    **You will demonstrate your competence:**
    Answer the comprehension questions accurately
    Improve vocabulary in context
    Improve memory of learned material
    Expand schema and metacognition

    **Your performance will be successful when:**
    o you can understand the main ideas and details of the readings.
    o you understand facts, opinions, inferences, author’s tone, and figurative language in the readings
    o you read from a variety of academic disciplines.

    **Learning Objectives**
    a. Read across the disciplines.
    b. Understand the main ideas and details of readings.
    c. Take notes, create outlines, write summaries from text.

13. **Accept responsibility for the demands of college life.**

    **You will demonstrate your competence:**
Your performance will be successful when:
- you learn time management strategies.
- you keep track of your assignments and grades.
- you speak with your professor in his/her office hours.
- you arrive on time and prepared for class.
- you use the Learning Center.
- you take notes using the Cornell, or a similar method.
- you turn in work complete and on time.
- you maintain an attitude of courtesy and respect to your classmates and professors.
- you contact your professor if you must miss class.
- you make up missed work.

Learning Objectives
- Learn how to balance school with other responsibilities.
- Learn how to seek help from professors when needed.
- Use the Learning Center.
- Meet with professors in office hours.
- Do not make excuses for not doing your work.
- Practice time management.

14. Develop a plan for achieving academic goals.

You will demonstrate your competence:
- by writing an academic plan.

Your performance will be successful when:
- you make short-term and long-term goals.
- you consider how to reach your goals.
- you take steps toward the completion of your goals.
- you understand obstacles, including those you control, and those you cannot control.
- you brainstorm ways to overcome obstacles.
- you test strategies for success.

Learning Objectives
- Set long and short term goals.
- Consider obstacles to those goals.
- Brainstorm ways to overcome obstacles.
- Be motivated.
Units of Study in Detail

Weeks 1-2 – Introduction to Course, text, and Aplia

Week 1: In Class:
Course introduction with ice-breaker activities and student introductions. Review Syllabus. Introduce Reading Keys textbook. View Aplia. Discuss goals and expectations. Discuss the MCCC e-mail and ask students to send instructor an e-mail. Address questions and concerns.

Homework: Read Chapter 1- Getting into a Textbook State of Mind and complete chapter activities.

Week 2: In Class
Review and discuss Chapter 1 – Getting into a Textbook State of Mind

Getting into a Textbook State of Mind:
- How to focus on the text
- How to utilize the SQ3R method
- Note taking options
- Paraphrasing
- Effectively using the web

Read Chapter 2: More on Word Meanings: Assist and observe note taking strategies and SQ3R method. Discuss how context can alter and assist word meaning.

Homework: Chapter 2 assigned exercises. (to be completed in pen and handed in at next class)

Unit Student Learning Objectives: Upon completing weeks 1-2, students will have read Chapter 1 and become familiar with using the Aplia program. Students will be able to:
1. Develop and Maintain Concentration on a text. (Course Goals: 1, 2; General Education Goals: 1, 4; Core Skills: A, D, E)
2. Utilize note-taking and SQ3R methods to understand text. (Course Goals: 1, 2; General Education Goals: 1, 4; Core Skills: A, B, D, E)
3. Become familiar with the Aplia Program and Diagnostic Assessment. (Course Goals: 1, 2; General Education Goals: 4; Core Skills: B, E)
4. Gain knowledge of how context can suggest word meaning, change word meaning and assist in reading unknown words. (Course Goals: 1, 2, 6; General Education Goals: 1, 6; Core Skills D)

Weeks 3-4: In Class

- Chapter 3- Understanding Sentence Relationships-
- Discuss how to identify general and specific sentences.
- Discuss and understand the relationship of general and specific sentences.
- Complete Exercise 1 –Matching the specific to the general on page 103. Write only the numbers & responses on a separate sheet of paper to be collected!

- Complete Exercise 2 - Understanding General and Specific Relationships on page 104. Write only the numbers & responses on a separate sheet of paper to be collected!
- Make connections between sentences by using background knowledge
- Understand how sentences are linked through cause and effect
- Complete Exercise 3- Connecting cause to effect on page 110. Write only the numbers & responses on a separate sheet of paper to be collected!
• Understand Comparing and contrasting that connect sentences.
• Discuss how transitions can assist in organizing sentences.

**Homework:** Complete Exercises 4-8 in pen to be collected next class.

Chapter 4: Identifying Topics, Main Ideas and Topic Sentences

• Discussion- Main Idea- the central thought
• How to identify the topic and Main idea of text and understand the difference
• Complete Exercise 1- Tracking Topic Repetition- page 160. Write only the numbers & responses on a separate sheet of paper to be collected!
• Complete Exercise 2- Identifying and Contributing to topics- page 164. Write only the numbers & responses on a separate sheet of paper to be collected!
• Complete Exercise 4- Recognizing the Main Idea- page 173. Write only the numbers & responses on a separate sheet of paper to be collected!

**Unit Student Learning Objectives:** Upon completing weeks 3 and 4, students will have read, discussed and understood chapters 3, 4 and Aplia. Students will be able to:

1. Understand sentence relationships. (Goals: 1, 2, 3; General Education Goals: 1, 4, 6; Core Skills: A, B, D)
2. Determine the Main Idea. (Goals: 1, 2; General Education Goals: 1, 4, 6; Core Skills: A, D)
3. Identify the topic sentence.(Goals: 1,2; General Education Goals: 1, 4, 6; Core Skills: A, D)

**Weeks 5-6: Reading Keys-** Chapters 5 and 6

• Chapter 5- Topic sentences and supporting details-
• Discuss how supporting details are needed to make the topic sentence clear and convincing.
• Differentiating between major and minor details.
• Organizing information read in an outline, summary or diagram.
• Complete Exercises 1-3 in small groups and monitor group work
• Understand paraphrasing for note-taking

**Homework:** Complete Exercises 7 and 8 in pen to show an understanding of paraphrasing and summaries. To be collected next class

• Chapter 6- Drawing inferences about implied main ideas
• Understand how to understand what is being implied when information is lacking
• How to use clues to determine the main idea
• Learn how to examine evidence to determine logical and illogical inferences

**Homework:** Complete assigned exercises in pen to be collected next class.

**Unit Student Learning Objectives:** Upon completing weeks 5 and 6, students will have read, discussed and understood chapters 5, 6 and Aplia. Students will be able to:

1. Understand the importance of supporting details. (Course Goals:1, 2, 3,6, 7; General Education Goals:1, 4; Core Skills: A, B, C, D, E, F)
2. Differentiate between major and minor details. (Course Goals: 1, 2, 3, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)
3. Organize information using an outline, summary or diagram. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)
4. Demonstrate comprehension of inferences. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)
5. Evaluate inferences. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)

**Weeks 7-8**

Review and demonstrate understanding of lessons taught during Chapters 1-6.

- Facilitate small group instruction and activities summarizing material taught in the first half of *Reading Keys*.
- Enlarge Academic vocabulary
- Organize notes, exercises and vocabulary thus far.

**Homework: TBA**

**Unit Student Learning Objectives:** Upon completing weeks 7 and 8, students will have a firm understanding of material covered during weeks 1-8.

1. Work in small groups to demonstrate understanding and application of taught reading skills. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)
2. Expand vocabulary and discuss meanings. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)
3. Summarize and organize notes and materials to demonstrate understanding of reading concepts. (Course Goals: 1, 2, 3, 4, 6, 7; General Education Goals: 1, 4; Core Skills: A, B, C, D, E, F)

**Weeks 9 and 10**

- Chapter 7- Recognizing patterns of organization.
- Understanding clues and patterns when reading.
- Using time order to determine patterns.
- Utilizing and understanding transitions.
- Understanding the process pattern.
- Connecting cause and effect.
- Comparing and contrasting information read and written.
- Understand pattern and purpose.
- Understanding the classification pattern.

**Homework:** Complete Chapter Tests in pen with number and response only. This will be collected at the next class on a separate sheet of paper.

- Chapter 8- Mixing and Matching Organizational Patterns.
- Recognize a variety of patterns.
• Understanding how to combine patterns.
• Enlarge academic vocabulary.

**Homework:** Complete Chapter Tests in pen with number and response only. This will be collected at the next class on a separate sheet of paper.

**Unit Student Learning Objectives:** Upon completing weeks 9 and 10, students will be able to:

1. Recognize patterns of Organization. (Course Goals: 1, 2, 3, 4, 5, 6, 7; General Education Goals: 1, 4, 9; Core Skills: A, B, C, D, E, F, G)
2. Use time order to determine patterns. (Course Goals: 1, 2, 3, 4, 5, 6, 7; General Education Goals: 1, 4, 9; Core Skills: A, B, C, D, E, F, G)
3. Understand how to combine patterns. (Course Goals: 1, 2, 3, 4, 5, 6, 7; General Education Goals: 1, 4, 9; Core Skills: A, B, C, D, E, F, G)
4. Enlarge academic vocabulary. (Course Goals: 1, 6; General Education Goals: 1, 4; Core Skills: A, E)

**Weeks 11 and 12:**
- Chapter 9- Analyzing Arguments.
- Differentiate between fact and opinion
- Analyze arguments in persuasive writing
- Evaluate Arguments
- Identify tone
- Work in small groups to determine author’s opinion
- Academic Vocabulary

**Homework:** Combine Your Skills- page 528

**Unit Student Learning Objectives:** Upon completion of weeks 11 and 12, students will be able to:

1. Differentiate between facts and opinions when reading a variety of text. (Course Goals: 1, 2, 3, 4, 5, 6, 7; General Education Goals: 1, 4, 9; Core Skills: A, B, C, D, E, F, G)
2. Analyze and evaluate arguments. (Course Goals: 1, 2, 3, 4, 5, 6, 7; General Education Goals: 1, 4, 9; Core Skills: A, B, C, D, E, F, G)
3. Increase academic vocabulary. (Course Goals: 1, 6; General Education Goals: 1, 4; Core Skills: A, E)

**Weeks 13-14**

Final Exam Review-
- Sample questions based on assigned readings.
- Complete Aplia post-test and complete all Aplia assignments.
- Final vocabulary assessment
- Course reflection
Week 15- Final Exam

Methods of Instruction:
Students will receive instruction via lecture/presentation, group discussions (small and large), chapter exercises/activities/tests, Aplia and web quest computer assignments, and projects.

Students with Learning Differences or Accomodations

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations. For more information regarding accommodations, you may visit the Office of Academic Support Services in LB218 or contact them at 609-570-3422 or stinsona@mccc.edu. Students should give me the documentation as soon as possible so we can work together on whatever accommodations may be necessary.

Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]
Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

**Course Competencies/Goals:**

The student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

- **Goal 1. Communication.** Students will communicate effectively in both speech and writing.
- **Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**MCCC Core Skills**

- **Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
- **Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.
- **Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
- **Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail.**

**Unit IV: The Renaissance**

The student will be able to

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. (*Course Competencies 2 & 4; Gen Ed Goal 7*)
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. (*Course Competencies 3 & 4; Gen Ed Goal 7*)
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. (*Course Competencies 3 & 4; Gen Ed Goals 6 & 7*)
- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art. (*Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7*)
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. (*Course Competencies 3 & 4; Gen Ed Goals 6 & 7*)
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective (“New Monarchies”; “Renaissance states”). (*Course Competencies 3 & 4; Gen Ed Goal 7*)
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s *The Prince*. (*Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.*)