Course Outline

Course Number: Eng 034
Course Title: Introduction to College Reading II
Credits: 4

Hours: 4 lecture

Co- or Pre-requisite: Eng 033 or placement test

Implementation: sem/year 2013

Catalog Description (2014-2015 Catalog): [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

Intended to help students become better readers and thinkers who take ownership of their learning. Exposed to the beginning principles of critical reading and thinking, students analyze text to identify facts, fallacies, claims, premises, arguments. Students will be expected to take text notes, improve vocabulary and independently interpret and analyze text. Students are expected to take notes, improve vocabulary and independently interpret text.

Is course New, Revised, or Modified? [Modified courses are those which have a new prefix or course number] Revised Curricula; we offer two versions of the course. One version is the traditional face-to-face and the second version is a hybrid course which meets one day weekly and the other time is online.

Required Texts/Others Materials:

Adams, et.al. The Art and Science of Reading, Customized for Mercer County Community College with Aplia Cengage.

Revision Date: Fall, 2013
Course Coordinator: (Name, telephone number, email address)
Carol Friend, friendc@mccc.edu, 609-570-3371

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)

Contemporary periodical articles and examples (i.e. YouTube videos) for further illustration and consideration of additional viewpoints.

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.)

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Aplia Program- Cengage Learning *Developing Reading Versatility*

*Aplia* is an online modular program linked to the textbooks. The use of this specific technology is to assist students in improving reading comprehension, vocabulary development and reading speed.

www.companionbook@cengage.com

**Course Competencies/Goals:** [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain…, demonstrate…, analyze…) that reflect lower-order and higher-order learning goals.]

### Course Competencies and Goals - ENG 034

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<tr>
<th>Course Competencies/Goals</th>
<th>General Education Knowledge Goals</th>
<th>MCCC Core Skills</th>
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| **Upon completing the course, student will be able to:** | *Goal 1. Communication.*  
Students will communicate effectively in both speech and writing. | *Goal A. Written and Oral Communication in English.*  
Students will communicate effectively in speech and writing, and demonstrate proficiency in reading |
| 1. Develop an awareness of one’s own thinking while reading texts. Use and understand textbook organization including layout, table of contents, learning aids, etc. Check for understanding while reading by asking questions. Predict outcomes in reading. Participate in class with thoughtful contributions and questions. | *Goal 4. Technology.* Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. | *Goal B. Critical Thinking and Problem-solving.* Students will use critical thinking and problem solving skills in analyzing information. |
| 2. Develop interactive skills while analyzing texts. Ask questions, connect facts, recognize rhetorical patterns, etc. Learn to annotate effectively while reading, including noting main ideas, details, study notes, and questions. Answer written and discussion questions about readings. Work individually and in small groups to analyze and respond to readings. | *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 C. Ethical Decision-Making.* Students will recognize, analyze and assess ethical issues and situations. |
| 3. Expand thinking and understand another's perspective. Build knowledge across the disciplines and explore culturally diverse perspectives. Distinguish between one’s own opinion and the author’s opinion. Interpret, analyze, and evaluate an author’s argument. Recognize intent, attitude, tone, and bias. Understand inductive and deductive reasoning. Identify assumptions and fallacies. | *Goal 8. Diversity.* Students will understand the importance of a global perspective and culturally diverse peoples | *Goal D. Information Literacy.*  
Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and use information for college level work. |
and evaluation skills. Evaluate an author's argument based on the critical reading skills cited above. Identify facts and opinions. Detect propaganda techniques. Analyze problems. Identify, and generate solutions. Evaluate the ethos, logos and pathos of web sources to establish legitimacy.

5. **Read critically and write responsively.** Develop critical reading questions about a reading. Challenge assumptions. Annotate effectively. Write effective summaries and critical responses for an audience. Synthesize the ideas of more than one author, evaluate each author's opinion, and advance an independent argument.

6. **Improve vocabulary skills.** Identify word roots and understand new forms and meanings. Recognize and use context clues. Identify and understand analogies. Develop a content-based vocabulary.

7. **Acquire effective college skills.** Complete work on time. Score well on quizzes and exams. Develop time management strategies. Study independently and in groups. Develop effective study strategies. Develop discussion skills appropriate to an academic setting. Develop college level reading and writing skills. Use the Learning Center.

- **Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

- **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.

Students will use computers to access, analyze or present information, solve problems, and communicate with others.
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<tr>
<th>Week</th>
<th>Unit 1- Introduction to Critical Reading</th>
<th>In Class</th>
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<tr>
<td>Week 1</td>
<td>Course Introduction.</td>
<td>• Attendance/Class Business</td>
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<td>• Review syllabus.</td>
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<td>• View Online Course and review how to log-in and navigate.</td>
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<td>• Preview textbooks and Aplia program.</td>
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<td>• Ice-breaker activity and student introductions.</td>
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<td>• Aplia Pretest/Preview and begin Vocabulary</td>
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<td>Week 2</td>
<td>Textbook Reading: &quot;Use Questions to Zero in on Valuable Information&quot; (Divide up sections – annotate- create Cornell Notes &amp; share.)</td>
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<td>Lesson/Guided Practice – Annotating/Cornell Notes</td>
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<td>Complete Textbook Unit &quot;Use Questions to Zero in on Valuable Information</td>
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<td>Textbook Reading/Activity: Critical Comprehension: Define – Fact/Opinion/Intent/Attitude/Tone/Bias/Propaganda</td>
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<td>Week 3</td>
<td>Textbook Reading: &quot;How good are your opinions?&quot; Interactive analysis—Distinguishing facts and opinions/Identifying Pros and Cons. Introduce topic of legalization of non-medicinal marijuana.</td>
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<td>Textbook Readings/Activities: Opposing viewpoints of Legalization of Marijuana -&quot;Should We Tax Pot&quot; and &quot;An Ex-Drug Smuggler’s Perspective&quot;</td>
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<td>Review Annotating Skills and Cornell Notes</td>
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<td>Week 4</td>
<td>Textbook Reading/Activity: Detecting Propaganda (in text – review definitions/examples of how to evaluate each type)</td>
<td>Small Group Activity – Review and Identify types of propaganda/ Textbook Activity: Recognizing Propaganda at Work. Evaluate: Do you think understanding propaganda prevents us from being affected by it?</td>
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<td>Week 5</td>
<td>Small Group Activity: Intent, Attitude and Tone – Create ad for assigned product with the intent to sell it using your collective knowledge about using propaganda effectively. Be aware of your attitude and tone, as well as controlling your attitude and tone. Other groups will attempt to identify your attitude and tone, detect propaganda used, and evaluate the ads overall effectiveness.</td>
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<td>Video: Excerpt from Food Inc. or similar video about factory farming and the food industry.</td>
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Apply all critical reading skills, and analyze and discuss issues. View outside sources about the food industry. |
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| Week 7  
**Unit 4: Media Studies** | **In Class:**
Textbook Reading: “Even the ‘Healthy’ Choices at Fast Food Restaurants are Unhealthy”
Small Group Activity – Critical analysis and discussion about the information we’ve learned about our food industry and propose solutions. Devise questions that still need to be answered. Share with the class
Textbook Readings: “All the News That’s Fit to Post” and “Vox Humana”
Textbook Reading: Bias - “Shield Our Youth with Censorship” |
| Week 8 | Textbook Reading: “What’s on TV Tonight? Humiliation to the Point of Suicide”
Debate: Pros/Cons of Censorship and Reality TV
| Week 9  
**Unit 5: Global Awareness** | Textbook Activity: Review/Rehearsal of inferential and critical reading skills.
Small Group Activity: The Power of the Media/Introduction to Immigration issues
Textbook Readings on Immigration: “America, Stand Up for Justice and Decency!” “I’m Not Dangerous”
Read current article about immigration legislation |
| Week 10 | Textbook Reading: “Yahoo in China”
Group Activity – Explore human rights violations around the world . . .
Textbook Activity: Information Literacy |
| Week 11  
**Unit 6 Information Literacy** | Textbook Reading: “The State of the Onion”
Group Activity: View The Onion’s Website. Each group will receive a different article and will apply critical reading and analysis skills. Share findings with the class.
Textbook Activity: “The State of the Onion”
Textbook Readings/Activities: “Internet Research/Internet Plagiarism”
“How Students Get Lost in Cyberspace” |
| Week 12 | **Unit 7: Education**  
Textbook Reading: “Employers are Monitoring Social Networking Sites”  
Provide current periodical articles providing further information about monitoring of social networking sites by employers, law enforcement, etc.  
Social Media Analysis/Synthesis/Evaluation  
Textbook Reading/Activity: “Do Away With Public Schools” “Self-Esteem is Earned Not Learned”  
Library Component – Find contemporary article on issue covered during the semester. Read, annotate, share. |
| --- | --- |
| Week 13 | Divide class and complete textbook readings about education.  
“Remaking the Grade”  
“Let’s Sue”  
“Performance Pay”  
Activity Ideas:  
Apply critical reading skills  
Identify: pros /cons /bias / facts/opinions/ main argument/support . . .  
Look for different types of fallacies etc.  
Discuss main ideas and arguments from each reading. Connect ideas and apply to personal experiences.  
**Final Exam Review:**  
Textbook Reading: Read and annotate “The Penalty of Death” and one other reading in preparation for Final Exam Review. (Give students guided reading questions.)  
Study for Vocabulary Cumulative Assessment |
| Week 14 | Vocabulary Cumulative Assessment  
Final Exam Review  
Sample questions based on assigned readings  
Distribute Final Exam Readings.  
*(Final Exam will be comprised of two readings about the same topic with different viewpoints. These readings will be followed by a series of short answer questions that demonstrate an understanding of all critical reading strategies covered during the course.) Proposed final to be distributed at a later date.*  
Read and annotate the Final Exam Readings.  
Complete the Aplia Post Test and finish all of the Aplia Assignments |
| Week 15 | **In Class**  
**Final Exam** |

**Textbooks**  
*The Art and Science of Reading* – Custom Edition for MCCC  
*The Least You Should Know about Vocabulary Building* – Carol E. Friend, Laura D. Knight  
Aplia Program- Cengage Learning Developing Reading Versatility

**Supplementary Materials**  
Contemporary periodical articles and examples (i.e. YouTube videos) for further illustration and consideration of additional viewpoints.
Course Overview

Unit 1 – Introduction to Critical Reading  Weeks 1-2
Unit 2 – Evaluating Arguments  Week 2-3
Unit 3 – Consumerism  Week 4-6
Unit 4 – Media Studies  Weeks 7-8
Unit 5 – Global Awareness  Weeks 9-10
Unit 6 – Information Literacy  Weeks 11-12
Unit 7 – Education  Weeks 12-14
Final Assessments/Course Reflection  Week 14-15

*Weekly homework assignments will consist of chapters in the vocabulary book and comprehension activities on www.aplia.com
Weekly vocabulary assessments will be administered in class.

Grading Criteria
Classwork (F2F & Online) 30%
Vocabulary 20%
Aplia 20%
Final Exam 30%