DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: College Reading Strategies
COURSE NUMBER: READ0092
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS
KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: Completion of READ 0091 or assessment score of 55-74 on the Accuplacer test as administered by the KCKCC Academic Resource Center.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
College Reading Strategies is designed for students to further develop general reading skills and college level reading strategies with an emphasis on higher levels of reading with vocabulary, comprehension, critical thinking and writing.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Review of the College Setting
II. Review of the “SSR”-Sustained Silent Reading Class Participation
III. Review of Vocabulary Improvement Methods
IV. Increasing Comprehension Strategies
   A. Main Ideas
   B. Supporting Details
   C. Patterns of Writing
   D. Interpretive and Critical Reading
V. Successful Textbook and Study Reading
   A. Review of Textbook Components
   B. Textbook Study Methods
   C. Study System Plans
VI. Reading Rate Improvement
   A. Skimming
   B. Scanning
VII. Academic Planning/Career Development

EXPECTED LEARNER OUTCOMES:
A. The learner will participate in regular class “SSR” Sustained Silent Reading activities with approved and appropriate reading material.
B. The learner will demonstrate increased higher level comprehension abilities through main idea and supportive material strategies including: Identification and statement/restatement of main idea, supporting details in specific readings, summarization of specific readings, written reactions to specific writings, critical thinking strategies applied to readings.
C. The learner will demonstrate a personal vocabulary improvement system utilized throughout the semester.
D. The learner will utilize two different reading/study textbook techniques.
E. The learner will demonstrate higher level comprehension strategies to college level materials which include interpretive, literary, and critical thinking activities.
F. The learner will demonstrate understanding of reading rate improvement including use of skimming and scanning.
G. The learner will produce writings which demonstrate higher levels of comprehension of reading assignments which include emphasis on interpretation, critical thinking, and multicultural awareness.
H. The learner will produce an academic/career paper which can direct further student advisement and pre-enrollment.
I. The learner will demonstrate appropriate progress towards reading improvement as measured on the pre and post test of the Nelson-Denny Reading Test.

COURSE COMPETENCIES:
The learner will participate in regular class “SSR” Sustained Silent Reading activities with approved and appropriate reading material.
1. The learner will participate in the Nelson Denny Pretest assessment to establish reading levels and areas for improvement.
2. The learner will from the Nelson Denny Pretest assessment, discuss personal results and provide specific methods to apply in the areas of vocabulary, comprehension, and rate improvement.

*The learner will demonstrate increased higher level comprehension abilities through main idea and supportive material strategies including: Identification and statement/restatement of main idea, supporting details in specific readings, summarization of specific readings, written reactions to specific writings, critical thinking strategies applied to readings.*

3. The learner will participate and record reading activities in the “Silent Sustained Reading” regular class sessions.
4. The learner will discuss personal systems for vocabulary expansion including keeping a journal entry for new words.
5. The learner will list commonly used prefixes, suffixes, and roots for vocabulary meaning.

*The learner will demonstrate a personal vocabulary improvement system utilized throughout the semester.*

6. The learner will describe context clues strategies for unlocking vocabulary meaning.
7. The learner will demonstrate improved general comprehension in passages and texts by identification and or statement of main idea/main idea statement, topic, general and specific supporting details.

*The learner will utilize two different reading/study textbook techniques.*

8. The learner will demonstrate reading comprehension in written materials the identification of implied main ideas, sequential information, minor supporting details and linking transitions.
9. The learner will demonstrate higher level critical thinking strategies to include evaluation of material, author’s purpose, prediction of material, and evaluation of action and character motivation in literary readings.

*The learner will demonstrate higher level comprehension strategies to college level materials which include interpretive, literary, and critical thinking activities.*

10. The learner will demonstrate critical thinking strategies to include analysis of fact and opinion, author’s tone, background knowledge essential to interpretation of material, and historic implications and/or applications.
11. The learner will use critical thinking activities of questioning strategies for higher level comprehension.

*The learner will demonstrate understanding of reading rate improvement including use of skimming and scanning.*

12. The learner will understand how to apply personal background and knowledge to reading.
13. The learner will maintain a personal reading journal of activities included during the class “SSR” assignments.
14. The learner will maintain a personal reading journal of activities spelling demons and outside reading activities.

*The learner will produce writings which demonstrate higher levels of comprehension of reading assignments which include emphasis on interpretation, critical thinking, and multicultural awareness.*

15. The learner will apply and describe a personal strategy for study scheduling, previewing, annotating, and studying texts.
16. The learner will produce a minimum of 10 appropriate writings that demonstrate higher level reading comprehension. 

*The learner will produce an academic/career paper which can direct further student advisement and pre-enrollment.*

17. In written essay format, the learner will produce an academic planning/career paper of 8-10 paragraphs with 2 sources outlining short and long term school/career plans.

18. The learner will participate in a standardized assessment review session.

19. The learner will participate in the Nelson Denny Post Test assessment to determine student progress throughout the semester in vocabulary, comprehension, total reading, and rate skills.  

*The learner will demonstrate appropriate progress towards reading improvement as measured on the pre and post-test of the Nelson-Denny Reading Test.*

20. The learner will discuss personal results of the pre and post assessment comparison.

21. The learner will meet the numerical requirement established for successful completion of the course.

**ASSESSMENT OF LEARNER OUTCOMES:**
Students will receive a letter grade for the course. Student mastery of course competencies will be determined by midterm and final grades, textbook assignment completion, skills applications, written projects and papers, and attendance. In addition, students will be evaluated pre and post through written and reading assessments.

Grading will be based on the following levels of mastery of the stated competencies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

Individual instructors will determine the grading system for final grades and these will be explained on individual course syllabi.

**ATTENDANCE AND WITHDRAWAL POLICY:** You are expected to attend and to complete the class. Because this class is essential to student academic success, withdrawal from this class is discouraged. If you do withdraw, you will be required to re-enroll in this class for the next semester.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.