

COURSE OUTLINE

English 192 Advanced College Reading

I. Catalog Statement

English 192 is a reading course designed for students who are generally good readers, but who wish to improve their speed of comprehension and to develop critical reading skills. Various textbook study strategy methods are covered including memory improvement, speed-reading technique, vocabulary building through the study of prefixes, suffixes, roots, and the use of context clues. Basic grammar rules including syntax, punctuation, and capitalization are reviewed. Comprehension skills are covered including Survey-Question-Read-Recite-Review (SQ3R) and Know-Will Know-Learn (KWL) highlighting, note-taking, outlining, summarizing, paraphrasing, differentiating between general and specific details, determining the topic and main ideas (stated and implied), understanding inference, discerning the difference between fact vs. opinion, and patterns of organization in longer essays. The emphasis is to continue the strengthening of higher-level reading comprehension and improve critical thinking while reading. Methods to improve literal and inferential comprehension are covered as are the use of analogies, propaganda, the evaluation of an argument, and critical reading methods.

Total Lecture Units: 3.0

Total Laboratory Units: 0.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 48.0

Prerequisite: Placement is based on a composite of test scores and academic background or satisfactory completion of ENGL 190.

Recommended Corequisite: concurrent enrollment in ENGL 120

II. Course Entry Expectations

Prior to enrolling in this course, the student should be able to:

- score at a ninth-grade reading level on a reading comprehension test;
- apply “word attack” skills to ninth-grade vocabulary including word parts, context clues, and sentence structure;

- employ various strategies like note-taking, annotation, and high-level questioning for comprehension, application, analysis/critical thinking (fact vs. opinion, inferences, tone, purpose), and synthesis of ninth-grade fiction and non-fiction;
- demonstrate skills in highlighting, outlining, summarizing complex paragraphs/short essays for topic/thesis and differentiating main ideas and major/minor details.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. score at a twelfth-grade level on a reading comprehension test;
2. apply word attack skills to twelfth-grade vocabulary: word parts, context clues, and syntax;
3. employ various strategies like note-taking, annotation, and high-level questioning for comprehension, application, analysis/critical thinking (fact vs. opinion, inferences, tone, purpose, analogies, propaganda, argument evaluation), and synthesis of twelfth-grade fiction and non-fiction;
4. demonstrate skills in highlighting, outlining, summarizing, and paraphrasing longer essays for thesis, differentiation of main ideas and major/minor details; recognize complex patterns of organization.

IV. Course Content

Total Faculty Contact Hours = 48 Hours

A. Introduction, Orientation, and Testing (**3 hours**)

1. Unit requirements
2. Ways of obtaining additional help
3. Visits to the English Lab, Learning Center, or other campus computer labs
4. Diagnostic testing

B. Word Attack Skills, Memory Improvement, Vocabulary Building (**6 hours**)

1. Word attack
 - a. Prefixes
 - b. Suffixes
 - c. Roots
 - d. Context clues
2. Memory Improvement
 - a. Mnemonic devices
3. Vocabulary Building
 - a. Quizzes, drills, cloze passages

C. Basic Grammar Review (**3 hours**)

1. Grammar rules
 - a. Syntax
 - b. Punctuation
 - c. Capitalization

D. Reading Comprehension Methods and Strategies (**18 hours**)

1. Comprehension Methods
 - a. Differentiating general and specific
 - b. Determining the topic in long essays

- c. Determining main ideas in long essays
- d. Determining complex patterns of organization
2. Reading Comprehension Strategies
 - a. KWL
 - b. SQ3R
 - c. Highlighting
 - d. Annotating
 - e. Outlining
 - f. Summarizing
 - g. Paraphrasing
- E. Critical Reading in Fiction and Non-fiction (**18 hours**)
 1. Critical Reading Methods
 - a. Inference
 - b. Fact vs. opinion
 - c. Tone and purpose
 2. Critical Reading Strategies
 - a. Note-taking/annotating
 - b. Higher-level questioning
 - c. Understanding analogies
 - d. Understanding propaganda
 - e. Evaluation of an argument

V. Methods of Instruction

The following methods of instruction may be used in the course:

- classroom lecture and discussion;
- collaborative learning;
- computer assisted instruction;
- online instruction.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- highlighting activities such as short/long stories from novels/texts;
- written outlines of short/long stories;
- summaries of short/long stories;
- paraphrases of short/long stories.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- pre and post-diagnostic exams;

- tests in vocabulary, word attack skills, and basic comprehension are administered during the semester.

VIII. Textbook(s)

Alexander, Roberta and Jan Jarrell. *A Community of Readers: A Thematic Approach to Reading*. 6th Edition. New York: Cengage, 2012.

6th-9th Grade Textbook Reading Level. ISBN: 10-1111834571

Carter, Christine. *Mindsapes: Critical Reading Skills and Strategies*. 2nd Edition. Stamford: Cengage, 2013.

10th-12th Grade Reading Level. ISBN: 10-1435462343.

McCraney, Leah. *An Introduction to Critical Reading*. 7th Edition. New York: Cengage, 2011.

6th-10th Grade Textbook Reading, ISBN: 10-0495801798.

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. Score at a twelfth-grade level on a reading comprehension and vocabulary test.
2. Examine a long reading essay by summarizing, and paraphrasing a text to determine the thesis, main ideas, and major/minor details.