**ESSEX COUNTY COLLEGE**

**Humanities Division**

**RDG 096 *–* Reading Foundations**

**Course Outline**

**Course Number & Name:**  RDG 096Reading Foundations

**Credit Hours:**  4 .5 **Contact Hours:**  4.5 **Lecture:** 4.5 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in ENG 085 or placement

**Co-requisites:** **RDG 096T** **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This is a reading skills course designed to increase the comprehension of transition-level students’ ability to interpret text accurately and evaluate it logically.  The course emphasizes a whole language approach; students learn to discuss, comprehend, and write about text as well as read it.  Individualized tutoring is available in addition to traditional classroom instruction.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. read fluently;
2. apply critical thinking, analytical and comprehension skills to selected readings; and
3. demonstrate proficiency in speaking, vocabulary and listening skills.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Read fluently:

1.1 *read and paraphrase college-level reading material*; and

1.2 *identify the main idea, thesis statement, topic sentence, and supporting details of selected readings*

2. Apply critical thinking, analytical and comprehension skills to selected readings:

2.1 *recognize, critique, and analyze different rhetorical modes;* and

 2.2 *interpret text accurately*

3. Demonstrate proficiency in speaking, vocabulary and listening skills:

3.1 *explain orally the meaning and interpretations of a given text;*

3.2 *define specific vocabulary words;* and

3.3 *take accurate notes of an oral lecture*

**Methods of Instruction**: Instruction will consist of a combination of lectures, class discussion, groups, individual study and board work.

**Outcomes Assessment:** Quiz, test and exam questions are blueprinted to course objectives. A checklist rubric is used to score selected essays, homework and class work to determine the extent to which the student is using reading comprehension and context clues to accomplish course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Maintain regular attendance.

2. Complete assigned homework and writing assignments.

3. Take part in class and group discussion.

4. Take all exams and quizzes and deliver assigned presentations.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Homework, class work and quizzes 0 – 20%**

A perusal of homework problems, class work and quizzes will show evidence of student achievement of course objectives.

* **Vocabulary/Essay Quizzes** (dates specified by the instructor)  **25 – 35%**

Tests will show evidence of the extent to which students meet course objectives.

* Midterm Exam 20 – 25%

The same objectives apply as with tests, but it is anticipated that students recognize varied questions and passages found on standardized reading, vocabulary, and comprehension tests.

* **Final Exam** **25 – 30%**

The **comprehensive** final exam will examine the extent to which students have synthesized all course materials, recognize varied questions and passages found on standardized reading, vocabulary, and comprehension tests, and meet other course objectives.

Note: The instructor will provide specific weights, which lie in the above-given ranges, for each of the grading components at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **The Art of Critical Reading**, 2nd edition, by Peter Mathar; published by McGraw Hill, Boston, MA, 2010; ISBN #: 9780072499995; and two chosen literary works, such as **Frankenstein** by Mary Shelley; published by Dover; ISBN #: 0486282112; and **A Lesson Before Dying** by Earnest J Gaines; published by Vintage; ISBN #: 9780375702709

**Week Chapter/Topics**

1 **Chapter 1 Life in College and Beyond**

 1.2 Underlining, Highlighting and Annotating

 1.3 Words in Context

 1.4 SQ3R Method

 **Quiz 1**

### 2 **Chapter 2 Topics, Main Ideas and Details**

 2.1 Topics and Main Ideas

 2.2 Paraphrasing

 2.3 Formulating Main Ideas in Textbook Material

 **Quiz 2**

3 **Chapter 3 The Author’s Purpose and the Rhetorical Modes**

 3.1 Determining the Author’s Purpose

 3.2 Introduction to Rhetorical Modes

4 3.3 Author’s Purpose: Inform, Entertain and Persuade

 **Quiz 3**

#### 5 Chapter 4 Transition Words and Patterns of Organization

 4.1 Transition Words

 4.2 Some Common Patterns of Organization

 4.3 Classification and Division

 4.4 Cause and Effect

 **Quiz 4**

6 **Literary Work 1** such as **A Lesson Before Dying**

 **Vocabulary/Essay Quiz**

7 **Literary Work # 1 Such as A Lesson Before Dying** (continued)

8 Midterm Essay and Exam Review

9 **Midterm Essay and Exam**

**Week Chapter/Topics**

10 **Chapter 5 Inference**

 5.1 Introduction to Inference Skills

 5.2 Drawing Inferences from Textbook Material

 5.3 Drawing Inferences from Literature

 **Quiz 5**

11 **Chapter 10 Point of View**

 10.1 Point of View

 10.2 Bias

 10.3 Opinion

 **Quiz 6**

12 **Literary Work 2** such as **Frankenstein**

 **Vocabulary/Essay Quiz**

13 **Literary Work 2** such as **Frankenstein** (continued)

14 **Literary Work 2** such as **Frankenstein**

 **Final Essay and Exam Review**

15 **Final Essay Exam**