ENG-1005: READING FOR COLLEGE COURSES

Cuyahoga Community College

Viewing: ENG-1005: Reading for College Courses

Board of Trustees:
June 2018

Academic Term:
Fall 2018

Subject Code
ENG - English

Course Number:
1005

Title:
Reading for College Courses

Catalog Description:
Improve reading skills so they can effectively read and use texts/resources in college classes. Texts/resources can include words, images, videos, charts, signs, or any object that can be read and interpreted.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-0990 Language Fundamentals II or appropriate score on English placement test, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts. Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Demonstrate reading fluency with college-level texts.

Objective(s):
1. Apply reading strategies to various college-level texts.
2. Demonstrate improved reading comprehension.
3. Increase reading efficiency.
4. Demonstrate strategies for developing a college-level vocabulary.
Course Outcome(s):
Apply critical reading skills to college-level texts.

Objective(s):
1. Apply strategies for reading and responding to college-level texts.
2. Apply strategies for reading and responding to exams and tests, including essay tests.
3. Respond, orally and in writing, about assigned texts.

Course Outcome(s):
Apply information literacy principles and practices.

Objective(s):
1. Develop and use library and research skills.
2. Distinguish between appropriate and inappropriate sources to use for college-level research and writing.
3. Assess the credibility of texts by identifying their sources and contexts.
4. Differentiate fact from opinion.

Methods of Evaluation:
1. Written and oral responses to texts
2. Exercises
3. Tests
4. Individual conferences
5. Collaborative work
6. Portfolios
7. Pre/post-test comparison of student performances as measured by a form of standardized reading testing

Course Content Outline:
1. Reading fluency
   a. Applying reading strategies
      i. Practice close reading
      ii. Read out loud
      iii. Take notes
      iv. Annotate a text
      v. Ask questions
   b. Increasing reading comprehension
      i. Determine what student does and doesn’t understand after reading text
      ii. Understand components of a text
   c. Improving reading efficiency
      i. Understand the purpose of the reading
      ii. Prepare to read
      iii. Increase reading speed
   d. Expanding college-level vocabulary
      i. Use a dictionary and thesaurus
      ii. Use context clues
      iii. Understand word parts
      iv. Understand denotation vs. connotation
2. Critical reading
   a. Reading college-level texts
      i. Determine appropriate strategy based on assigned text
      ii. Use a table of contents and index
      iii. Understand images
      iv. Interpret charts and graphs
   b. Responding to texts
      i. Relate the author’s point of view
ii. Discuss audience and purpose
iii. Quote, summarize, and paraphrase
iv. Synthesize texts, connecting the new to the known

3. Information literacy
   a. Understanding sources
      i. Use primary and secondary sources
      ii. Evaluate the quality of sources, especially online and non-academic
      iii. Practice using sources ethically
   b. Differentiating fact from opinion
      i. Distinguish objectivity from subjectivity
      ii. Assess the accuracy of facts
      iii. Identify logical fallacies
   c. Developing library and research skills
      i. Conduct library research
      ii. Conduct non-academic research
      iii. Refine and apply successful search processes
      iv. Effectively use online sources

Resources


