

# ENG-1005: READING FOR COLLEGE COURSES

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## Cuyahoga Community College

**Viewing: ENG-1005 : Reading for College Courses**

**Board of Trustees:**

June 2018

**Academic Term:**

Fall 2021

**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-0995 Applied College Literacies, or appropriate score on English Placement Test; or departmental approval.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

## 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.

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**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.

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**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.
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**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
  - c. Understanding exams and tests
    - i. Understand questions being asked
    - ii. Respond to questions being asked
    - iii. Develop strategies for taking tests
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

Troyka, Lynn Quitman and Joe Wayne Thweatt. *Structured Reading*. 8th. New York: Pearson Education, 2013.

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Ruggiero, Vincent Ryan. *Becoming a Critical Thinker*. 8th. Boston: Cengage, 2014.

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Quick, Teri, Diane Hocevar, and Melissa Zimmer. *Making Reading Relevant: The Art of Connecting*. 4th. New York: Pearson Education, 2017.

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Rothman, David Rothman and Jilani Warsi. *Read to Succeed: A Thematic Approach to Academic Reading*. 3rd. New York: Pearson Education, 2016.

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McWhorter, Kathleen T. *Reading Across the Disciplines*. 7th. New York: Pearson Education, 2017.

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McWhorter, Kathleen T. and Brette M Sember. *Academic Reading*. 8th. New York: Pearson Education, 2013.

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