



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**COLLEGE READING SKILLS
EBE2201 3 Credit Hours**

Student Level:

This course is open to all college level students in either the Freshman or Sophomore year.

Catalog Description:

EBE 2201 - COLLEGE READING SKILLS (3 hrs)

A course designed to improve the student's reading comprehension, vocabulary, critical thinking, and problem solving skills. Emphasis is placed on learning and applying strategies to increase the student's level of reading comprehension, enabling him or her to deal more effectively with college-level reading materials. The content of the course will cover those areas that develop reading competency at a post-secondary level. This course does not fulfill AS, AA, AAS, or AGS English degree requirement.

Prerequisites:

This course is required for any student scoring below 60 on the Compass reading assessment.

Controlling Purpose:

College Reading Skills is a comprehensive reading course designed to improve the student's comprehension, vocabulary, critical thinking and problem solving skills. Emphasis is placed on learning and applying strategies to increase the student's level of reading comprehension, enabling him or her to deal more effectively with college-level reading material. The content of the course will cover those areas that develop reading competency at a post-secondary level.

Learner Outcomes:

Upon completion of the course, the student will have an understanding of those components involved in successful college-level reading.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: STAGES OF READING						
Outcomes: The student will demonstrate an understanding of the stages of reading.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Recognize and apply previewing strategies prior to reading.
						Recognize and apply thinking (metacognitive) strategies to reading assignments.
						Recognize and apply post-reading strategies.
						Recognize levels of reading comprehension and use this knowledge to evaluate understanding.

UNIT 2: DECODING WORDS

Outcomes: The student will utilize appropriate strategies to decode unfamiliar words.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Apply strategies for remembering new words.
						Apply strategies for determining the meanings of new words.
						Use context clues to decode word meanings.
						Apply strategies for distinguishing among multiple meanings of words.
						Break a word into essential parts in order to decode its meaning.
						Use reference materials to identify the meanings of unknown words.

UNIT 3: MAIN IDEA

Outcomes: The student will utilize appropriate strategies to successfully identify the main idea of a reading passage.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Differentiate between general and specific key words and phrases.
						Recognize the general topic of a sentence.
						Differentiate the topic of a reading passage from the main idea and supporting details.
						Question for the main idea.

UNIT 4: SUPPORTING DETAILS AND ORGANIZATIONAL PATTERNS

Outcomes: The student will utilize appropriate strategies to identify supporting details and organizational patterns in college-level texts.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Use strategies to identify details in text, including recognizing levels of importance, and distinguishing between major and minor details.
						Identify common patterns of textbook organization, including simple listing, classification, definitions with examples, description, time-order, sequence, narration, comparison and contrast, and cause and effect.

UNIT 5: TEST-TAKING AND READING STRATEGIES

Outcomes: The student will learn to apply reading strategies to test-taking situations.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify basic, test-taking strategies.
						Identify test-taking strategies specific to standardized tests.
						Identify and apply test-taking strategies to each of the major test question types.

UNIT 6: READING EFFICIENCY

Outcomes: The student will develop strategies for improving reading efficiency.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and apply strategies for increasing reading speed and enhancing comprehension.

UNIT 7: ANALYTICAL THINKING SKILLS

Outcomes: The student will apply analytical thinking skills to college-level texts.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Distinguish between the thinking processes of successful, versus unsuccessful, learners.
						Identify cognitive processes associated with analytical thinking and apply these processes to course assignments.

UNIT 8: INFERRED MEANING

Outcomes: The student will recognize inferred meanings in textbook passages and visual materials.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify inferred meaning in cartoons.
						Identify inferred meaning in text.
						Use prior knowledge to assist with understanding of inferred meanings.
						Identify word connotations.
						Draw conclusions from stated and unstated ideas.

UNIT 9: CRITICAL READING

Outcomes: The student will become a critical reader.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Recognize an author's purpose or intent.
						Recognize an author's point of view or bias.
						Recognize an author's tone.
						Distinguish fact from opinion.
						Recognize valid and invalid support for arguments.

Projects Required:

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

20 students

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit

allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.