



Experience. Success.

Wisconsin Indianhead Technical College

10838104 Intro to College Reading

Course Outcome Summary

Course Information

Description	Provides learners with opportunities to develop and expand reading skills including comprehension and vocabulary skills. Learners apply reading skills to academic tasks and read to acquire information from a variety of sources.
Instructional Level	Associate Degree
Total Credits	2.00
Total Hours	32.00

Types of Instruction

Instruction Type	Credits/Hours
Classroom Presentation	2/32

Course History

Revised By	Andrea Schullo (andrea.schullo)
Last Approval Date	6/30/2014

Target Population

This course is designed as a thin layer general education course. College Success Reading entry point as 9/10th grade reading level and exit point as 12.9 (TABE) or Grade 13.

Course Competencies

1. Employ comprehension strategies

Status Active

Assessment Strategies

- 1.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 1.2. individually or in small groups
- 1.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 1.1. you use background information to comprehend text
- 1.2. you utilize resource materials to enhance understanding of text
- 1.3. you apply knowledge of expository structures to a variety of materials
- 1.4. you explain and evaluate the influence of format on the readability and cognitive aspect of a text
- 1.5. you distinguish between fact and opinion
- 1.6. you identify main ideas and supports
- 1.7. you adjust reading pace (skimming, scanning, and reading) to enhance comprehension

Learning Objectives

- 1.a. Evaluate prior knowledge on topic of reading selection
- 1.b. Predict meaning of reading selection
- 1.c. Identify stated main ideas
- 1.d. Interpret unstated main ideas
- 1.e. Determine whether details are facts or opinions
- 1.f. Use reading rate strategies and techniques
- 1.g. Outline supporting details of reading selection
- 1.h. Utilize vocabulary knowledge

2. Critique a range of diverse materials

Status Active

Assessment Strategies

- 2.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 2.2. individually or in small groups
- 2.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 2.1. you evaluate the choice of words, expressions, and style considering the purpose and context
- 2.2. you identify propaganda techniques and faulty reasoning
- 2.3. you analyze and explain how slang, jargon, idioms, cliches, syntax, imagery, figures of speech, allusions, symbols and irony affect meaning in text
- 2.4. you draw inferences about values, attitudes, and points of view
- 2.5. you critique the devices an author uses to influence readers
- 2.6. you summarize what has been read

Learning Objectives

- 2.a. Summarize selected texts
- 2.b. Identify purpose for reading material
- 2.c. Draw conclusions based on the material
- 2.d. Determine biases, stereotypes, tone, and voice of material
- 2.e. Interpret relevant and non-relevant support in material
- 2.f. Identify errors in an author's reasoning
- 2.g. Classify fallacies in selected material

3. Read to acquire information from a variety of sources

Status Active

Assessment Strategies

- 3.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 3.2. individually or in small groups
- 3.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 3.1. you recognize the concepts and details in informational texts such as reports, technical manuals, insurance policies, financial statements, and government documents

- 3.2. you draw on and integrate information from multiple sources when building knowledge and developing a position on a topic of interest
- 3.3. you evaluate the reliability and authenticity of information in written material
- 3.4. you adjust reading pace (skimming, scanning, and reading) to readability of text and purpose
- 3.5. you select resources appropriate to a particular task
- 3.6. you identify book features including table of contents, glossary, and index to locate information
- 3.7. you use multiple sources to identify and locate information pertinent to an investigative search including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, various electronic search engines, fact books, pamphlets, and technical manuals
- 3.8. you compile and organize information, and summarize what has been learned
- 3.9. you identify images, symbols, and icons central to particular messages
- 3.10. you recognize common structural features such as columns, bolding, and italicizing in written materials

Learning Objectives

- 3.a. Use book features
- 3.b. Compile information
- 3.c. Explore library resources
- 3.d. Organize similar themes
- 3.e. Summarize selected texts
- 3.f. Use reading rate strategies and techniques

4. Develop vocabulary for college reading

Status Active

Assessment Strategies

- 4.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 4.2. individually or in small groups
- 4.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 4.1. you apply word meaning and word analysis/structure strategies such as knowledge of roots, suffixes, and prefixes to understand unfamiliar words
- 4.2. you examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, glossaries, handbooks, and other sources of information about the language
- 4.3. you apply memory techniques to learn new vocabulary

Learning Objectives

- 4.a. Create a vocabulary development plan
- 4.b. Interpret affixes and roots to determine meaning of unfamiliar words
- 4.c. Employ strategies for obtaining meaning of an unfamiliar word in context
- 4.d. Differentiate between connotative and denotative meaning

5. Employ context clues from a variety of college materials

Status Active

Assessment Strategies

- 5.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 5.2. individually or in small groups
- 5.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 5.1. you consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of terms
- 5.2. you apply a variety of context clues such as restatement, example, definition, synonyms, antonyms
- 5.3. you recognize key vocabulary that is in italics, margins, notations, and bold face type

Learning Objectives

- 5.a. Explore various reading techniques for identifying context clues
- 5.b. Determine specific context clues in various reading selections
- 5.c. Use vocabulary to assist in assessing context meaning

6. Improve rate of reading while maintaining comprehension

Domain Cognitive Level Application Status Active

Assessment Strategies

- 6.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 6.2. individually or in small groups
- 6.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 6.1. you adjust reading pace (skimming, scanning, and reading) to readability of text
- 6.2. you adjust rate of reading for purpose of reading
- 6.3. you adjust speed according to difficulty of reading
- 6.4. you demonstrate an increase in reading rate over time

Learning Objectives

- 6.a. Identify current reading rate
- 6.b. Explore research based speed reading techniques
- 6.c. Apply speed reading techniques to personal reading

7. Interpret visual aids

Status Active

Assessment Strategies

- 7.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 7.2. individually or in small groups
- 7.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 7.1. you interpret diagrams, charts, tables, and graphs
- 7.2. you use bar graphs to make comparisons
- 7.3. you see trends in line graphs
- 7.4. you relate parts to whole in a circle graph
- 7.5. you locate specific information in response to a prompt
- 7.6. you use flow charts to show cause and effect relationships
- 7.7. you interpret editorial cartoons
- 7.8. you use maps to locate specific information in response to a prompt
- 7.9. you interpret schematic drawings
- 7.10. you evaluate the relationship between the visual aid and the text

Learning Objectives

- 7.a. Determine meaning of visual data in reading selections
- 7.b. Connect visual data to the reading selection
- 7.c. Discover cause and effect relationships in text

8. Apply reading skills to academic tasks

Status Active

Assessment Strategies

- 8.1. in a skill demonstration in response to a variety of printed and multimedia materials including technical textbooks, occupational materials and practical reading
- 8.2. individually or in small groups
- 8.3. in class/lab or simulated real-life or workplace situations

Criteria

Your performance will be successful when:

- 8.1. you select and use appropriate rehearsal strategies to prepare for assessment activities
- 8.2. you evaluate assessment performance and modify rehearsal strategies
- 8.3. you distinguish words used in directions
- 8.4. you accurately complete practice and assessment activities
- 8.5. you use the course syllabus to generate an academic study schedule
- 8.6. you access technology and apply reading skills appropriately to compete an assigned academic task
- 8.7. you interpret printed college information resources

Learning Objectives

- 8.a. Explain Bloom's Taxonomy in relation to test questions
- 8.b. Define terms used in typical college assignment/test directions
- 8.c. Use the Internet to do research
- 8.d. Use the course syllabus as a study tool