

COURSE TITLE AND NUMBER: Reading for College Success SD 120

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# North Central Michigan College

NCMC MASTER COURSE SYLLABUS

Last Date Revised: 11/22/04

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DIVISION/AREA: Liberal Arts

DEPARTMENT:

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DIVISION DIRECTOR: Mark Gaylord, Ph.D.

ORIGINATOR: Edward Hara

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DEAN OF INSTRUCTION: Timothy Dykstra, Ph.D.

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TOTAL HOURS OF INSTRUCTION: LECTURE: 3 LAB: 0 TOTAL CONTACT HOURS: 52.8

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COURSE NUMBER: SD 120

CREDIT HOURS: 3 (3-0)

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TRANSFERABLE YES: NO: X TO:

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PREREQUISITE(S)/COREQUISITE(S)/ADVISORY: None

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## CATALOG DESCRIPTION:

Provides instruction and practice in reading college-level textbooks and supplementary materials. Concepts studied include developing strategies for comprehending texts, becoming active readers and learners, and applying effective reading and studying techniques in common required classes from across the curriculum. This class should help students comprehend reading assignments, improve on tests, and complete individual programs.

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## GENERAL EDUCATION OUTCOMES:

Activities in this class address several general education objectives, including (1), thinking critically and analytically, (2), writing and speaking effectively, and (3), independently acquiring knowledge.

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## COURSE OBJECTIVES & OUTCOMES:

This reading class has these overall objectives and related outcomes. (Outcomes in italics.)

1. Students will learn several proven effective reading techniques. (*Students from memory will list and discuss applications of five or more proven reading techniques.*)
2. Students will develop a "blueprint" or collection of effective techniques for possible application in reading assignments. (*Students will compile and continually revise this blueprint for in-class use and teacher evaluation.*)
3. Students will successfully apply these reading techniques to content-area tasks. (*Students will pass content-area reading quizzes as well as participate satisfactorily in related class discussions.*)
4. Students will become active readers and learners, incorporating collaboration, process-orientation, and writing into their endeavors. (*Students' independent reading and studying enterprises will feature observable, knowledgeable use of these techniques as they read*)

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and learn assignments.)

5. Students will recognize several common barriers to student academic success, and will develop several strategies with which to overcome these barriers. *(Students will develop a list of five viable success strategies.)*

6. Students will learn to identify certain features of academic texts which affect their ability to read and understand them. *(Students will, when encountering a sample academic text, list five or more features that affect the readability of that text.)*

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## METHODS OF INSTRUCTION:

The methods of instruction include lecture, discussion, study pairs/groups, and scaffolded independent reading and studying.

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## METHODS OF EVALUATION:

The methods of evaluation include quizzes, short papers (summaries and brief essays), students talk (discussions and presentations), and teacher observations.

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## REQUIRED TEXTS:

Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America.  
New York: Henry Holt and Co., 2001.

Smith, Brenda. Breaking Through College Reading. New York:  
Pearson/Longman, 2005.

(Additionally, Smith's textbook should be bundled, at very low cost, with a paperback dictionary and a collection of content-area readings.)

## OPTIONAL SUPPLEMENTARY MATERIALS:

See above.

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Reasonable accommodations can be provided to students with documented disability. Please contact Learning Support Services at 348-6817 to arrange these.

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## TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION:

<u>Week</u>	<u>Activity</u>
1	Introductory discussion of essential reading terms, reading's place in college classes, survival in college.
2	Discuss content-area reading and collaborating as an aid to reading. Present some basic reading techniques and practice using them.
3	Discuss the conventions of written documents encountered in college. Explain

- how knowledge of writing conventions helps those who need to read and comprehend college texts. Continue study of content-area reading with selections from various requires subjects and textbooks.
- 4 Present descriptions of various aids to reading and learning. Provide a list (with locations and descriptions) of sources of help within the college. Add to student's list of basic reading techniques.
- 5 Define, demonstrate, and emphasize the concept of "active reading." Discuss and demonstrate just how technology can help with reading, studying, collaborating, and writing.
- 6 Continue demonstration and use of "active reading" in the college's required content areas. Provide a case history of a successful reader working on a difficult reading assignment.
7. Students have been assigned the keeping of learning logs throughout the term. Update these logs, and apply class learning to creation of individual "blueprints for college reading success." Discuss reading requirements/obstacles presented by various literary forms. Emphasize the difference between surface and deep reading.
- 8 Reinforce writing as an aid to reading and learning. Summarize what we've learned about the relationship between writing and reading.
- 9 Discuss creation and use of study guides for assigned material. Students create a study guide on assigned material.
- 10 Learn how to "read" and individual class/instructor/syllabus as an aid to reading and learning in that specific class. Students organize a strategy for a portion of the textbook assigned in this class.
- 11 Discuss and practice tutorials through guest lecture and role-playing. Update learning logs, blueprints for learning, and reading logs.
- 12 Discuss the social dimensions of college survival. Discuss the "at risk" concept, and formulate ways for us to reduce this risk.
- 13 Compare students' responses on "barriers" essays to the sample from Mike Rose's Lives on the Boundary. Class discussion is also centered on critical reading. Conclude with consideration of "situational effectiveness" of reading/study options now contained in individual student blueprints for success.
- 14 Lecture, discussion, and exemplification of "instructor's expectations." Use an alternative content-area text and syllabus from another class often required for graduation by the college. Emphasize application of learned reading techniques to realistic situations encountered across the curriculum/college.
- 15 Students collaboratively create a test on a supplementary text used in this class, Nickel and Dimed. Discuss just how students can anticipate the content and format of a test.
- 16 Review important concepts of this class. Share individual reading/study blueprints. Discuss implementing knowledge gained in this class to future classes and situations. If a reading test was given to students prior to this class, retake the test.

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Topics and activities are listed for a sixteen-week sequence of classes in an accompanying outline.

APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON: 11/22/04