

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: DRDG 091 Department: Developmental English  
Course Title: Reading Level 1 Semester: Spring Year: 1999

Objectives/Competencies

Course Objective	Competencies
<p>Reading courses traditionally weave together several strands: study skills (or study reading), vocabulary development, and comprehension; many courses also include reading flexibility.</p> <p>At STCC, we tend to focus on study reading, vocabulary development, research, and comprehension, as well as developing writing skills which enhance reading ability.</p> <p>Reading 1 (LD091): Students who place into Reading 1 on the Computerized Placement Test (CPT) read at below high school level. They are required by the BHE and by STCC Academic policy to take and successfully pass Reading 1 (LD091).</p> <p>1. Study Reading Skills: To provide students with a range of study reading</p>	<p>1. Students will use an active reading technique (SQ3R, etc.)</p> <p>a. Identify key direction words in textbooks,</p>

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<p>worksheets, and tests</p> <p>b. Pread bold holdings and graphics of all kinds</p> <p>c. Form strategic questions before and during reading</p> <p>d. Highlight text material selectively and consistently</p> <p>e. Elaborate material by outlining, mapping or summarizing</p> <p>f. Take organized notes from lecture</p> <p>g. Review notes for quizzes and tests</p> <p>1. Given materials at an appropriate level, students will:</p> <p>a. Identify context clues and signal words to understand new vocabulary.</p> <p>b. Memorize a range of common prefixes, suffixes, roots and examples.</p> <p>c. Review syllabication rules</p> <p>d. Use a dictionary or glossary efficiently.</p> <p>1. Identify major resources of the STCC library.</p> <p>2. Meet with members of the library staff.</p> <p>3. Incorporate information from various print and electronic tools in a research project.</p> <p>1. Given the appropriate level of difficulty of reading material, the students will:</p>	<p>strategies.</p> <p>2. Vocabulary: To broaden a student's vocabulary knowledge and acquisition strategies.</p> <p>3. Research: To introduce students to the STCC library resources.</p> <p>4. To strengthen and expand students' comprehension skill</p> <p>a. Literal comprehension repertoire.</p>

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<p>b. Interpretive comprehension</p> <p>c. Critical comprehension</p> <p>5. To facilitate students' reading comprehension and study skill strategies through writing: informative, summative, interactive and reflective.</p> <p>a. informative</p> <p>b. interactive</p>	<p>a. Identify the specific topic of the reading material.</p> <p>b. Identify the main idea, implied or directly stated.</p> <p>c. Recognize key subordinate ideas.</p> <p>d. Recall important factual information and recognize.</p> <p>e. List sequences in the reading material.</p> <p>1. Demonstrate improved proficiency in interpretive comprehension skills; inferences, predictions, and conclusions.</p> <p>2. Discriminate between fact and opinions.</p> <p>3. Identify the author's evidence presented in opinion articles.</p> <p>4. Identify and define fundamental literary elements: characterization, setting, plot, theme and point of view.</p> <p>5. Define, recognize and explain figurative language; simile, metaphor, hyperbole, and personification.</p> <p>6. Recognize and interpret various graphic information such as charts, graphs, and diagrams.</p> <p>1. Synthesize and analyze ideas, facts, viewpoints, and opinions gained from the reading selection.</p> <p>2. Formulate questions about the reading.</p> <p>1. Given the appropriate level of difficulty of reading material, the students will:</p>

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<p>c. reflective</p> <p>d. summative</p>	<p>a. List key points and supporting facts using a scratch or informal outline.</p> <p>a. Construct relevant questions posed by the reading selection.</p> <p>b. Use marginal notations and highlighting within the texts.</p> <p>c. Explore in writing their prior knowledge, purpose for reading.</p> <p>a. Reflect in writing about their reading as an interactive process between the reader, the author and the text.</p> <p>a. Distill important details and main points/premise of reading selection into one-two paragraph summary.</p> <p>b. Practice paraphrasing as a tool to unlock troublesome sentences and/or passages.</p> <p>c. Synthesize ideas and facts gained from the</p>

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	reading selection.