

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON
COURSE OUTLINE

COURSE TITLE: English Reading Skills

COURSE CODE: RDG100-3

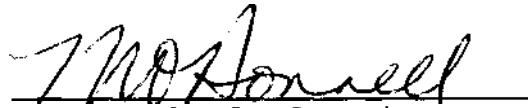
PROGRAM: Native College Entrance

SEMESTER: ONE

DATE: September 1995

AUTHOR: Native Education Department

REVISED:

APPROVED: 
Dean, School of Native
Education & Training

DATE: dctfl-eiM

I. PHILOSOPHY/GOALS

This course will enable the student to understand organization, main ideas, and inference as well as expanding vocabulary and comprehension of written material. Oral reading will be incorporated into the lessons and specific attention will be given to short stories in order to help the student reach an intermediate level.

II. STUDENT PERFORMANCE OBJECTIVES/OUTCOMES

Upon successful completion of this course, the student will be able to:

1. Read with increased vocabulary and comprehension.
2. Identify and demonstrate comprehension of main ideas.
3. Explain and discuss the organization used by an author.
4. Explain and demonstrate how to preview a textbook.
5. Demonstrate skimming and scanning skills in order to locate information.
6. Show ability to paraphrase and summarize written material.
7. Define words from their context.

III. TOPICS TO BE COVERED

1. Main ideas.
2. Supporting details.
3. Organizational patterns of written works.
4. Previewing a textbook.
5. Skimming and scanning for information.
6. Inference, paraphrasing and summarizing.
7. Defining words from context and increasing vocabulary.

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES**1. Main Ideas**Learning Activities

Listen to instructor's presentations on what is a main idea and a topic sentence in a paragraph; the functions of these sentences and the importance of being able to identify a main idea; the placement of the topic sentence in a paragraph; and determining unstated main ideas. Participate in group and individual activities that give practice in finding and stating main ideas. Participate in reading exercises, both silent and oral, individually and in groups.

Resources

Textbook: Reading Thresholds. Chapter 4, pages 73 - 120.

Discussion of summary, page 111.

Reading selection 4, pages 333 - 338: "Seven Secrets of Peak Performance".

All My Relations: Instructor to choose story for oral reading and discussion.

Handouts, pencils, pens.

2. Supporting Details

Learning Activities

Listen to instructor's presentations on supporting details: their functions and the use of examples to explain details.

Participate in discussions of supporting details for topic sentences. Participate in oral and written activities, both group and individual, that provide practice in identifying and composing supporting details for a topic sentence. Participate in oral reading of specific selections. Participation in discussion of chapter summary.

Resources

Textbook: Reading Thresholds, Chp. 5, pages 121 - 145.

Reading selection 5, pages 339 -344: "Hooray for the Hot Dog."
Summary, p. 141.

Oral reading from All My Relations; story to be chosen by instructor.

Pencil, pen.

3. Organizational Patterns

Learning Activities

Listen to instructor's presentations on the patterns used by writers to organize ideas and their use of transitional words as signals to move the reader through a piece of writing.

Participate in class discussions on the methods of organization such as chronological order, classifying, listing, comparing, contrasting, and cause/effect. Participate in group and individual activities that will reinforce the recognition and meaning of the patterns. Participate in discussion of Chp. summary. Participate in oral reading and discussion of selection from Native stories.

Resources

Textbook: Reading Thresholds, Chp. 6, p.147 - 174.

Summary, p. 169.

Reading selection 6, pages 345 - 349 : "Job Hunting? Watch What You Say!"

Instructor's selection from All My Relations.

Pencil, pen, paper.

4. Previewing a TextbookLearning Activities

Listen to instructor's presentations on when and how to preview, as well as what parts to preview. Participate in discussions of why and when to preview each part of a book. Participate in activities that provide practice in previewing a book. Participate in oral reading activity and discussion of the story.

Resources

Textbook: Reading Thresholds, Chp. 7, p. 175 - 199.

Activities, p. 184 - 199.

Instructor's selection from All My Relations and other choice from Tales With a Twist (available from Learning Center).

Paper, pen, pencil.

5. Skimming and ScanningLearning Activities

Listen to instructor's presentations on why and how to skim and scan reading material. Participate in class exercises that provide practice in the two methods. Participate in discussion of scanning. Participate in discussion of summary of previewing and skimming. Participate in oral reading activities and discussion.

Resources

Textbook: Reading Thresholds. Chp. 7, p. 199 - 203.

Practice exercises, p. 203 - 219.

Summary, p.219.

Scanning exercises, p. 299 - 302.

Reading selection 7, p. 351 - 355 : "Magma, P.I."

All My Relations, story chosen by instructor.

Accelerate: destinations. Available from Learning Centre. Story to be chosen by instructor.

6. Inference, Paraphrasing and Summarizing

Learning Activities

Listen to instructor's presentations on the role of each method and why and how to do each one when reading. Participate in group and individual activities that provide practice in using each one. Participate in oral reading and discussion of the stories.

Resources

Handouts (paraphrasing & summarizing), pen, pencil, notepaper.
Textbook, Reading Thresholds. Chp. 9, p. 270 - 276(Inferences)
All My Relations, story to be chosen by instructor.

7. Defining Words From Context/Increasing Vocabulary

Learning Activities

Listen to instructor's presentations on how to find the meaning of words based on the context in which they exist. Participate in various group and individual exercises that provide practice in defining words. Participate in oral reading activities and discussion of the stories.

Resources

Textbook: Reading Thresholds. Chp. 3, pages 56 - 69.
Reading selection, p.327 "Snow Job: Scientists Help Olympic Swimmers Go for the Gold."
Handouts, pen, pencil, notebook.
All My Relations, story to be chosen by instructor.

V. REQUIRED STUDENT RESOURCES

Reading Thresholds. Fitzpatrick & Ruscica. D. C. Heath & Company.

All My Relations. An Anthology of Contemporary Canadian Native Fiction. Thomas King, Editor. Univ. of Oklahoma Press.

VI. ASSIGNMENTS AND TESTING

Weekly assignment will be assessed. Testing will be of a continuous nature. Also, see "Grading" for breakdown of testing.

VII. EVALUATION METHODS

Students will be assessed on the basis of vocabulary tests, comprehension tests and the ability to understand main ideas. In addition, the students will be assessed on their organization, use of synonyms, etc. and inference.

A final grade will be derived from the following:

1. Comprehension Tests	50%
2. Vocabulary Tests/Close Testing	25%
3. Other Reading Activities	15%
4. Participation & Attendance	10%
TOTAL	100%

ALL tests and exams must be done on the day and time specified by the instructor. The penalty for late assignments will be one mark per day.

Each evaluation component (1-3) will have an integrated final test.

VIII. COLLEGE EVALUATION SYSTEM

90% - 100%	=	A+
80 - 89%	=	A
70 - 79%	=	B
60 - 69%	=	C
Less than 60%	=	R (Repeat of the course)

IX. SPECIAL NOTES

**Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the instructor.

**Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

**It is the student's responsibility to inform the instructor if he/she must be absent when a test/exam has been scheduled. Proof may be required to validate absence.

**All students are expected to attend classes regularly.