Course Syllabus

Department: Developmental Studies

Date: September 28, 2012

I. Course Prefix and Number: GST 118

   Course Name: College Reading Strategies

   Credit Hours and Contact Hours: 1 credit hour/1 contact hour

   Catalog Description including pre- and co-requisites: supporting data required for grade prerequisite of ‘C’ or higher. This course will focus on college reading strategies, reading comprehension, and read/study systems.

   Relationship to Academic Programs and Curriculum including SUNY Gen Ed designation if applicable:

   This 1 credit course counts as General Elective credit.

II. Course Student Learning Outcomes: State the student learning outcome(s) for the course (e.g. Student will be able to identify…)

   Students will demonstrate the ability to apply several different read/study strategies or systems to content area subjects.
   Students will demonstrate an understanding of the components of reading comprehension and apply these to college reading assignments.
   Students will demonstrate an increase in reading comprehension.

College Learning Outcomes Addressed by the Course: (check each College Learning Outcome addressed by the Student Learning Outcomes)

- writing
- oral communications
- reading
- mathematics
- critical thinking
- computer literacy
- ethics/values
- citizenship
- global concerns
- information resources
### III. Assessment Measures

(Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
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</thead>
<tbody>
<tr>
<td>eg: writing</td>
<td>eg: student will complete a research paper</td>
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<tr>
<td>Reading</td>
<td>Students will respond to literal, inferential, and application assignments to demonstrate comprehension of college level texts.</td>
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<tr>
<td>Critical thinking</td>
<td>Students will demonstrate critical thinking through the ability to read and compose summaries of college level materials.</td>
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<tr>
<td>Computer literacy</td>
<td>Students will demonstrate computer literacy by submitting assignments that have been composed and written using a computer.</td>
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<tr>
<td>Students will demonstrate the ability to apply several different read/study strategies or systems to content area subjects.</td>
<td>Students will be required to submit samples in which they demonstrate the use of read/study systems and the application to college level texts.</td>
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<tr>
<td>Students will demonstrate an understanding of the components of reading comprehension and apply these to college reading assignments.</td>
<td>Students may be required to respond to comprehension questions on tests, quizzes, and textbook prompts and other college level texts.</td>
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<tr>
<td>Students will demonstrate an increase in reading comprehension.</td>
<td>Students may be required to complete informal and/or formal pre and post tests.</td>
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</table>

### IV. Instructional Materials and Methods

**Types of Course Materials:**

No specific textbook is required. Types of materials may include newspaper, magazine, and journal articles, college textbooks, print and on-line articles, and fiction and non-fiction books.

**Methods of Instruction (e.g. Lecture, Lab, Seminar ...):**

Instructional strategies may include

-- Lectures
-- Large and small group discussions
-- Collaborative in-class learning assignments and projects
-- Computer/Internet assignments
-- Audio-visual presentations
-- Tests, quizzes, and projects
-- Guest speakers

V. General Outline of Topics Covered:

*Personal Growth*
- Motivation
- Time/task management
- Concentration strategies

*Academic Strategies*
- Listening skills
- Read/study systems
- Vocabulary development
- Comprehension skills
- Critical reading strategies

September 2012