



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION: Humanities, Fine Arts, and Social Sciences**

**COURSE: RED 1008, Power Reading**

Date: May 29, 2018

Credit Hours: 3

Prerequisite(s): SAT score of at least 500 and appropriate score or higher on IVCC's Accuplacer Reading Placement Test or the successful completion of RED 0900 – Basic Reading II.

Delivery Method:  **Lecture**                    **3 Contact Hours** (1 contact = 1 credit hour)  
 **Seminar**                    **0 Contact Hours** (1 contact = 1 credit hour)  
 **Lab**                                **0 Contact Hours** (2-3 contact = 1 credit hour)  
 **Clinical**                    **0 Contact Hours** (3 contact = 1 credit hour)  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

**CATALOG DESCRIPTION:** Power Reading develops college reading efficiency by strengthening inferential comprehension, vocabulary depth, and reading rate. Students will actively analyze a best-seller, explore current issues, sharpen skills by reading selections from a variety of disciplines, and engage in roundtable discussions, presentations, written summaries, and computer research. This course is offered in the classroom format. IVCC and transferable college credit is awarded.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

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

1. The student will reinforce word analysis and vocabulary skills.
  - 1.1 The student will increase vocabulary to enhance fluency and understanding.
  - 1.2 The student will develop a study system to extend vocabulary development.
  - 1.3 The student will demonstrate different methods of gaining understanding of unknown vocabulary: context, reference sources, phonics, word parts, etc.
2. The student will improve comprehension skills.
  - 2.1 The student will use all communication modes (listening, speaking, writing, viewing, experiencing) to enhance reading comprehension.
  - 2.2 The student will use research sources (library, Internet, and/or interview) to enhance experiential base.
  - 2.3 The student will identify writing patterns.
  - 2.4 The student will identify the topic, stated and implied main idea, and supporting details of a selection.
  - 2.5 The student will understand diversity through reading selections, react to what is read, and generate ideas from the readings that will enhance further understanding of the print experience.
  - 2.6 The student will paraphrase and summarize reading selections.
3. The student will apply study skills.
  - 3.1 The student will apply active reading strategies to improve comprehension.
  - 3.2 The student will review and apply textbook reading strategies.
  - 3.3 The student will review and apply a variety of note taking strategies.
  - 3.4 The student will increase reading rate through increased reading and other strategies.
4. The student will apply critical reading, thinking and writing skills to text.

- 4.1 The student will identify varied views on a subject.
- 4.2 The student will identify faulty reasoning.
- 4.3 The student will identify bias.
- 4.4 The student will explain inferences in given selections.
- 4.5 The student will identify the themes of reading selections.
- 4.6 The student will analyze elements of fiction and nonfiction.
- 4.7 The student will apply principles learned in reading comprehension and study skills to academic life.
- 4.8 The student will use a documentation system to adhere to plagiarism guidelines.

### **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

| <b>Goals</b>   | <b>Outcomes</b>   |
|--|---|
| First Goal   |   |
| Goal 3: To construct a critical awareness of and appreciation for diversity.                                     | <ul style="list-style-type: none"> <li>• Outcome 2 - The student will improve comprehension skills.               <ul style="list-style-type: none"> <li>○ 2.5 - The student will understand diversity through reading selections, react to what is read, and generate ideas from the readings that will enhance further understanding of the print experience.</li> </ul> </li> </ul>  |
| Second Goal  |   |
| Goal 4: To understand and use technology effectively and to understand its impact on the individual and society. | <ul style="list-style-type: none"> <li>• Outcome 2 - The student will improve comprehension skills.               <ul style="list-style-type: none"> <li>○ 2.1 The student will use all communication modes (listening, speaking, writing, viewing, experiencing) to enhance reading comprehension.</li> <li>○ 2.2 The student will use research sources (library, Internet, and/or interview) to enhance experiential base.</li> </ul> </li> </ul> |
| Third Goal   |   |
|  |   |

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

Active reading and study

Vocabulary development through context and analysis

Reference material use to develop vocabulary and comprehension

Use of graphic organizers & note taking to aid comprehension

Study of words, sentences, paragraphs, essays, college text, and best-seller

Study of signal words and organizational patterns

Use of technology to enhance reading skills

Critical reading

Documenting sources

## **INSTRUCTIONAL METHODS:**

- Lecture
- Guided practice
- Group discussions
- Individual and Collaborative work
- Individualized conferences
- Presentations
- Assigned readings
- Rubric/Module guides
- Classroom Management System – Blackboard
- Written assessments (at the discretion of the instructor)

## **INSTRUCTIONAL MATERIALS:**

- Lecture
- Guided practice
- Group discussions
- Individual and Collaborative work
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- Presentations
- Assigned readings
- Rubric/Module guides
- Classroom Management System – Blackboard
- Written assessments (at the discretion of the instructor)

## **INSTRUCTIONAL MATERIALS:**

Best-seller and other supplemental authentic reading materials.

The best-seller and other supplemental authentic reading materials used in Power Reading are at the discretion of full-time reading faculty. Part-time faculty members are to use the best seller chosen for the course. Part-time faculty members are to use other supplemental authentic reading material as designated for Power Reading by the Dean of Humanities, Fine Arts, and Social Sciences.

Computer Applications

Word-processing software

Presentation Software

Other reading software as available

Classroom Management System – Backboard

## Other

- Handouts
- Online resources
- Audio/Video resources

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

### Requirements:

- Active reading and participation
- Critical Thinking
- Timely assignment completion
- Cooperative attitude
- Attendance in accordance with instructor policy

### Methods of Evaluation:

- Organizational portfolio
- Written tests
- Individual and/or group projects
- Individual and/or group presentations

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

## **OTHER REFERENCES:**

Green, Sharon. "Annotating Textbooks." *Niagara University*, 2013  
[www.niagara.edu/assets/Uploads/Annotating-Textbooks.pdf](http://www.niagara.edu/assets/Uploads/Annotating-Textbooks.pdf).

Liff, Suzanne and Joyce Stern. *Contexts: Reading in the Disciplines*. McGraw-Hill, 2016.  
*MLA Handbook*. 8<sup>th</sup> ed., MLA, 1 April 2016.

Novins, Cheryl. *The Pearson Textbook Reader*. 3<sup>rd</sup> ed., Longman, 2011.

Pauk, Walter and Ross J.Q. Owens. *How to Study in College*. 11<sup>th</sup> ed., Wadsworth  
Cengage Learning, 2014.

*Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed., 15 July 2009.

Rozakis, Laurie. *Test-taking Strategies and Study Skills for the Utterly Confused*.  
McGraw-Hill, 2003.

Wintner, Gene. *Textcerpts: Mastering College Textbook Reading*. 2<sup>nd</sup> ed., Pearson  
Education, 2007.

# Course Competency/Assessment Methods Matrix

| RED 1008 – Power Reading   |                                | Assessment Options |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |   |   |
|--|--------------------------------|--------------------|--------|------------|----------------------|--------------------|----------------|---------|---------------|------------------------------------|-------------------|---------------------------------|---------------------------|----------------------|-------------|-----------------|-----------|---------------------|---------------------|-----------------------------------|----------------------|-------------------------------|---------------------------|------------------|------------------|--|-------|-------------------|------------|-----------|----------------|------------|---|---|
| For each competency/outcome place an “X” below the method of assessment to be used.  | Assessment of Student Learning | Article Review     | Essays | Group Work | Lab /Technology Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Tests | In Class Feedback | Conference | Interview | Written Report | Assignment |   |   |
|  | Direct/ Indirec                | D                  | D      | D          | D                    | D                  | D              | D       | D             | D                                  | D                 | D                               | D                         | D                    | D           | D               | D         | D                   | D                   | D                                 | I                    | I                             | I                         | I                | D                | D  |       |                   |            |           |                |            |   |   |
| Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.   |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |   |   |
| <b>1. The student will reinforce word analysis and vocabulary skills.</b>  |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |   |   |
| 1.1 The student will increase vocabulary to enhance fluency and understanding.   |                                |                    |        |            | X                    |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  | X     | X                 |            |           |                |            | X |   |
| 1.2 The student will develop a study system to extend vocabulary development.  |                                |                    |        |            | X                    |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  | X     |                   |            |           |                |            | X |   |
| 1.3 The student will demonstrate different methods of gaining understanding of unknown vocabulary: context, reference sources, phonics, word parts, etc. |                                |                    |        |            | X                    |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  | X     |                   |            |           |                |            | X |   |
| <b>2. The student will improve comprehension skills.</b>   |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |   |   |
| 2.1 The student will use all communication modes (listening, speaking, writing, viewing, experiencing) to enhance reading comprehension.                 |                                |                    |        |            | X                    | X                  |                |         |               |                                    |                   | X                               |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  | X     |                   |            |           |                |            |   | X |
| 2.2 The student will use research sources (library, Internet, and/or interview) to enhance experiential base.  |                                |                    |        |            | X                    |                    |                |         |               |                                    |                   | X                               |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |   | X |

| RED 1008 – Power Reading   | Assessment Options             |                |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  |   |
|--|--------------------------------|----------------|--------|------------|----------------------|--------------------|----------------|---------|---------------|------------------------------------|-------------------|---------------------------------|---------------------------|----------------------|-------------|-----------------|-----------|---------------------|---------------------|-----------------------------------|----------------------|-------------------------------|---------------------------|------------------|------------------|--|-------|-------------------|------------|-----------|----------------|------------|--|---|
| For each competency/outcome place an “X” below the method of assessment to be used.  | Assessment of Student Learning |                |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  |   |
|  | Assessment of Student Learning | Article Review | Essays | Group Work | Lab /Technology Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Tests | In Class Feedback | Conference | Interview | Written Report | Assignment |  |   |
| Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.   | Direct/<br>Indirec             | D              | D      | D          | D                    | D                  | D              | D       | D             | D                                  | D                 | D                               | D                         | D                    | D           | D               | D         | D                   | D                   | I                                 | I                    | I                             | I                         | D                | D                |  |       |                   |            |           |                |            |  |   |
| 2.3 The student will identify writing patterns.  |                                |                |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |
| 2.4 The student will identify the topic, stated and implied main idea, and supporting details of a selection.  |                                |                |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |
| 2.5 The student will understand diversity through reading selections, react to what is read, and generate ideas from the readings that will enhance further understanding of the print experience. |                                |                |        | X          | X                    |                    |                |         |               |                                    |                   |                                 | X                         |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |
| 2.6 The student will paraphrase and summarize reading selections.  |                                |                |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |
| <b>3. The student will apply study skills.</b>   |                                |                |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  |   |
| 3.1 The student will apply active reading strategies to improve comprehension.   |                                |                | X      |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |
| 3.2 The student will review and apply textbook reading strategies.   |                                | X              | X      | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |  | X |

| RED 1008 – Power Reading   |                                | Assessment Options |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |
|--|--------------------------------|--------------------|--------|------------|----------------------|--------------------|----------------|---------|---------------|------------------------------------|-------------------|---------------------------------|---------------------------|----------------------|-------------|-----------------|-----------|---------------------|---------------------|-----------------------------------|----------------------|-------------------------------|---------------------------|------------------|------------------|--|-------|-------------------|------------|-----------|----------------|------------|
| For each competency/outcome place an “X” below the method of assessment to be used.          | Assessment of Student Learning | Article Review     | Essays | Group Work | Lab /Technology Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Tests | In Class Feedback | Conference | Interview | Written Report | Assignment |
|  | Direct/ Indirect               | D                  | D      | D          | D                    | D                  | D              | D       | D             | D                                  | D                 | D                               | D                         | D                    | D           | D               | D         | D                   | D                   | D                                 | I                    | I                             | I                         | I                | D                | D  |       |                   |            |           |                |            |
| Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below. |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |
| 3.3 The student will review and apply a variety of note taking strategies.                   |                                |                    |        | X          | X                    | X                  |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 3.4 The student will increase reading rate through increased reading and other strategies.   |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  | X     |                   |            |           |                | X          |
| <b>4. The student will apply critical reading, thinking and writing skills to text.</b>      |                                |                    |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |
| 4.1 The student will identify varied views on a subject.                                     |                                |                    |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.2 The student will identify faulty reasoning.  |                                |                    |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.3 The student will identify bias.  |                                |                    |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.4 The student will explain inferences in given selections.                                 |                                |                    |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.5 The student will identify the themes of reading selections.                              |                                |                    |        | X          |                      | X                  |                |         |               |                                    |                   |                                 | X                         |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |



| RED 1008 – Power Reading  | Assessment Options                    |                |        |            |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                |            |
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| For each competency/outcome place an “X” below the method of assessment to be used.                       | <b>Assessment of Student Learning</b> | Article Review | Essays | Group Work | Lab /Technology Work | Oral Presentations | Pre-Post Tests | Quizzes | Written Exams | Artifact Self Reflection of Growth | Capstone Projects | Comprehensive Written Exit Exam | Course Embedded Questions | Multi-Media Projects | Observation | Writing Samples | Portfolio | Real World Projects | Reflective Journals | Applied Application (skills) Test | Oral Exit Interviews | Accreditation Reviews/Reports | Advisory Council Feedback | Employer Surveys | Graduate Surveys | Internship/Practicum /Site Supervisor Evaluation | Tests | In Class Feedback | Conference | Interview | Written Report | Assignment |
| Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.              | <b>Direct/<br/>Indirect</b>           | D              | D      | D          | D                    | D                  | D              | D       | D             | D                                  | D                 | D                               | D                         | D                    | D           | D               | D         | D                   | D                   | I                                 | I                    | I                             | I                         | D                | D                |  |       |                   |            |           |                |            |
| 4.6 The student will analyze elements of fiction and nonfiction.  |                                       |                |        | X          |                      |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.7 The student will apply principles learned in reading comprehension and study skills to academic life. |                                       |                | X      | X          | X                    |                    |                |         |               |                                    |                   |                                 |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |
| 4.8 The student will use a documentation system to adhere to plagiarism guideline.                        |                                       |                | X      | X          |                      |                    |                |         |               |                                    |                   | X                               |                           |                      |             |                 |           |                     |                     |                                   |                      |                               |                           |                  |                  |  |       |                   |            |           |                | X          |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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