IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Arts, Letters and Learning Services **DATE:** March 07, 2013

COURSE TITLE: Analytical & Critical Reading **COURSE NO.:** READ 111 **UNITS:** 3

LEC HRS. 54.00 **LAB HRS.** 0

If cross-referenced, please complete the following

COURSE NO.(s) **COURSE TITLE**

I. COURSE/CATALOG DESCRIPTION:

Designed to help adequate readers become superior readers. Recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading. Includes substantial practice in analysis and criticism of opposing stands on perennial social issues. (Formerly ENGL 111) (CSU)

II. A. PREREQUISITES, if any:

ENGL 110 or ENGL 101 with a grad of "C" or better and
READ 019 (Formerly ENGL 019) or ENGL 089 with a grade of "C" or better or appropriate placement.

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the three main persuasive appeals in selective texts. (ILO1, ILO2)
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level. (ILO1, ILO2)
3. Identify persuasive techniques in print or visual or aural media. (ILO2, ILO4)
4. Identify, analyze, and critique inference and its effects. (ILO1, ILO2)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Locate, paraphrase, and outline the main idea and supporting detail and supporting detail of expository prose.
2. Demonstrate the ability to take accurate notes from textbooks.
3. Identify patterns of development in expository prose.
4. Accurately analyze and criticize both inductive and deductive arguments.
5. Recognize and identify common fallacies in argumentation.
6. Demonstrate an ability to criticize argumentation by identifying hidden premises and assumed values in argumentation.
7. Show an understanding of techniques used to persuade.
8. Develop speed and a flexibility of reading skills appropriate to university demands.
9. Show growth in the ability to distinguish and identify word meanings.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Concepts of main idea and supporting detail.	27.00%
2. Split page notetaking, SQ3R, marginal notes, sectioning of text.	6.00%
3. Pattern of development: thesis-proof, opinion-reason, problem-solution, "how-to", information.	20.00%
4. Persuasive prose, concepts of issue, conclusions, reasons, validity, truth, facts, evidence.	27.00%
5. Common fallacies, i.e. hasty generalization, ad hominem, equivocation, false dilemma, begging the question sampling fallacies, false analogy, false cause, red herring, ad nonulum.	6.00%
6. Definitional assumptions, value assumptions, assumed value choices, e.g. (loyalty vs. honesty, freedom vs. security, competition vs. cooperation, tradition vs. novelty).	4.00%
7. Persuasive techniques i.e., loaded language, weasel words, ambiguities, snob appeal, appeal to fear, bandwagon pressure, non-verbal communication, testimonials.	4.00%
8. Reading techniques i.e. skimming, scanning, study reading, high speed reading.	4.00%
9. Prefixes, roots, vocabulary lists, word cards, analogies.	2.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

Other, please identify

Required 18 hour TBA lab activities.

VIII. INSTRUCTIONAL METHODOLOGY:

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Audio Visual

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Reading and Writing:
Listing of persuasive techniques used in a variety of textual, video, and audio advertising. A midterm and final examination by which students demonstrate competence in critical and analytical thinking.

Out-of-class:
Journal assignments focusing on argumentative reading materials. Weekly readings of editorials by contemporary columnists across the political spectrum. Essays responding critically to the readings.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

John Chaffe (2003). *Thinking Critically* (7th/e). Houghton Mifflin. ISBN: -
Browne & Keeley (2011). *Asking the Right Questions* (10th/e). Prentice Hall. ISBN: -
American Heritage Dictionaries (2003). *100 Words Every High School Graduate Should Know* Houghton Mifflin.
American Heritage Dictionaries (2005). *100 Words Every Word Lover Should Know* Houghton Mifflin.
American Heritage Dictionaries (2004). *100 Words Almost Everyone Confuses and Misuses* Houghton Mifflin.
Bernard Schlink (2008). *The Reader* Vintage.
Vincent Ruggiero (2011). *Beyond Feelings: A Guide to Critical Thinking* McGraw Hill.
Stirling, S.M. (2005). *Dies the Fire* Roc.
Modern Language Association (2009). *MLA Handbook for Writers of Research Papers* MLA.