Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 9/23/14

Please return this form to the college vice president of academic affairs and the
chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: ________________________________________________

2. Date submitted: ____________________________________________

3. Date approved: ____________________ Date revised: 9/30/2014

4. Department/discipline: Reading

5. Department(s) endorsement(s): ____________________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Efficient Reading I
   Abbreviated course title (25 characters or less):

7. Course Designator: RDG

8. Course Level: 90

9. Number of Credits: Lecture: 2__ Lab: 0

10. Control Number (on site): 30
    Control Number (online): 0

11. Catalog/Course description:

   Designed to help students improve their reading skills by being aware of and
   applying the basics of reading comprehension and retention. Content will focus
   specifically on vocabulary enhancement, locating main ideas and supporting
   details, determining organization, and test preparation based on textual
   information and organization.

12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): Accuplacer
   Co-requisite: None

13. Course Materials (Recommended course materials and resources. List all that
    apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest
    lecturers).

   1. Developmental Reading Course Textbook, Potentials include: College
      Reading Skills, Reading Pathways, The Reading Edge, Breaking Through,
Everyday Heroes
2. Students will be expected to purchase a semester or half semester long subscription either to Duluth News-Tribune, a news magazine, or to an anthology of readings.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Building comprehension skills  
   a. Identifying main ideas  
   b. Identifying supporting details
2. Building vocabulary skills  
   a. Contextual clues  
   b. Word parts  
   c. Using dictionary/thesaurus

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Identify a paragraph’s stated main idea and explain the relationship of the main idea to its supporting details. (A,B)
2. Identify the parts of a dictionary definition and explain how each part could be of use to a reader. (A,B,C)
3. Investigate and describe a process for reading internet-based materials. (A,B)
4. Identify ways in which their own experiences compare and contrast to those in
the readings. (B,D)
5. Gather information regarding a reading selection topic to enhance their own knowledge of the topic. (A,B,C,D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **N/A**

Goal and Outcomes:
  - Goal: N/A
  - Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component, list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<th>College or University</th>
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<th>Credits Awarded</th>
<th>General Education</th>
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