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: 11/30/2010 Date revised: 9/23/2014

4. **Department/discipline:** Reading

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

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

7. Course Designator: **RDG**

8. Course Level: **95**

9. Number of Credits: Lecture: _2_ Lab: _0_

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

11. Catalog/Course description:

    Offers a systematic approach designed to help students improve their reading skills in the areas of study reading, vocabulary and comprehension. Classroom activities will include the examination of various reading assignments taken from textbooks used at FDLTCC.

12. Course prerequisite(s) or co-requisite(s):
    Prerequisite(s): Completion of RDG 0090 Efficient Reading I or appropriate Accuplacer Score.
    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 course 2 level text. Potentials include: Ten Steps to Improving Reading, Reading Enhancement and Development, Reading Pathways, Opening
Doors, Exercising Your College Reading Skills.

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

1. Main ideas and supporting details
   a. Dictionary usage
   b. Thesaurus usage
2. Course content coverage of:
   a. Reading and study strategies
   b. Organizing textbook information patterns of organization
   c. Inference
   d. Point of view
   e. Critical thinking/reading
   f. Graphic illustrations

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. Recognize the value of reading as an academic skill that can assist the student in pursuing academic excellence. (B)
   2. Recognize the value of reading as a tool for lifelong learning. (B)
   3. Explain the previewing process and be able to modify it and apply it when given any textbook material. (C)
   4. Explain and apply comprehension monitoring techniques. (C)
5. Identify the pattern(s) of organization used within a textbook paragraph. (A)
6. Set a purpose for reading material and summarize the reading strategies used based on that purpose. (A, B, C)
7. Decode unfamiliar words using a variety of strategies. (A, B, C)
8. Analyze how an author’s style, tone and point of view relate to audience and purpose. (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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