4/10/2025   DATE
☑ REQUIRED COURSE
☑ ELECTIVE COURSE

HUM   DIVISION
☑ NEW COURSE
☐ REVISION

Lake Land College
Course Information Form

COURSE NUMBER:	RDG-039	TITLE: *(30 Characters Max)*		College Reading & Study Skills				
SEM CR HRS:	3.0	Lecture:	3.0	Lab:	0.0	ICCB Lab:	0.0	ECH: 3.0

Course Level:	☐ Gen Ed / IAI ☐ Baccalaureate /Non-IAI	☐ Career/Technical ☑ Dev Ed/ Not in Degree Audit	Clinical Practicum:	0.0	Work-based Learning	0.0	WBL ECH:	0.0

COURSE PCS #	14 - 32.0108	IAI Code:	N/A		Contact Hours (Minutes/Week)			

Repeatable (Y/N):	Y	Pass/Fail (Y/N):	N	Variable Credit (Y/N):	N	Min:	Max:	16 Wks	150	8 Wks	300

Prerequisites:	Placement determined by assessment
Corequisites:	None
Catalog Description: (40 Word Limit)	This course is designed to improve students' college-level reading and study skills. It emphasizes the critical reading, comprehension and vocabulary skills needed for reading in college and in a career. (Repeatable 3 Times.)

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Work-based Learning
Active reading strategies	11			
Critical analysis strategies	11			
Library and documentation skills	9			
Self-regulation, study and listening strategies	8			
Test-taking strategies	6			
TOTAL	45	0	0	0

EVALUTION

QUIZZES ☑	EXAMS ☑	ORAL PRES ☑	PAPERS ☑
LAB WORK ☑	PROJECTS ☐	COMP FINAL ☑	OTHER ☐

COURSE MATERIALS

TITLE:	Reading for Thinking	Instructor-integrated, library and online resources
AUTHOR:	Laraine Flemming	
PUBLISHER:	Cengage	
VOLUME/EDITION/URL:	8th edition	
COPYRIGHT DATE:	2015	

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
		The student will be able to:
Active reading strategies	11	1. Use a variety of active reading strategies appropriate for reading print, online or multimedia resources (e.g., outlining, SQ4R, THIEVES, annotating, questioning, etc.). 2. Distinguish characteristics of writing in academic and career-oriented resources (e.g., topic, main idea, support, elaboration, evidence, genre and rhetorical strategies). 3. Examine audience, purpose, thesis, genre, context clues and tone of a reading. 4. Develop language nuance skills (e.g., inference, figurative language, idioms, cultural meaning). 5. Develop vocabulary skills (e.g., reference resources, root words, prefixes, suffixes and definitions.
Critical analysis strategies	11	1. Analyze a variety of genres and appeals in a variety of visual, textual, speeches, multimedia and online resources. 2. Demonstrate critical thinking skills (e.g., logic, problem-solving, perspective exploration, etc.).

Library and documentation skills	9	1. Access college- and career-related resources through the library and online. 2. Develop media literacy skills to evaluate source credibility. 3. Develop summary, paraphrase and quoting strategies. 4. Identify and avoid plagiarism. 5. Detect crucial parts of documenting sources. 6. Construct annotations and documentation of resources according to APA and MLA style.
Self-regulation, study and listening strategies	8	1. Apply study methods. 2. Practice self-regulation strategies for studying. 3. Explore learning preferences through a variety of learning style inventories. 4. Develop active listening strategies (e.g., inquiry, summary, nonverbal clues, focus and cultural awareness, etc.). 5. Implement memory techniques.
Test-taking strategies	6	1. Distinguish between strategies needed when taking subjective and objective tests. 2. Practice strategies when taking subjective and objective tests.
	45	

Outcomes*	At the successful completion of this course, students will be able to:
Course Outcome 1	Develop an active reading process.
Course Outcome 2	Develop an active studying process.
Course Outcome 3	Develop self-regulation and coping strategies that improve test performance and study skills use.
Primary Laker Learning Competency	Communication: Students communicate through the exchange of information.
Secondary Laker Learning Competency	Critical Thinking: Students connect knowledge from various disciplines to formulate logical conclusions.

Course and program outcomes will be used in the software for outcomes assessment and should include at least 1 primary and 1 secondary Laker Learning Competency. Limit to 3-5.