

**Clackamas Community College**  
Online Course/Outline Submission System

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**Section #1 General Course Information**

**Department:**Skills Development

**Submitter**

First Name: Becky

Last Name: Ogden

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**Course Prefix and Number:**RD - 115

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**# Credits:**3

**Contact hours**

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

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**Course Title:**College Reading

**Course Description:**

This transfer elective course presents reading strategies for success in college-level classes. It emphasizes comprehension, critical reading and thinking, and application of reading strategies appropriate to a variety of materials. Vocabulary development is also addressed.

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**Type of Course:**Lower Division Collegiate

Is this class challengeable?

**No**

Can this course be repeated for credit in a degree?

**No**

Is general education certification being sought at this time?

**No**

Does this course map to any general education outcome(s)?

**No**

Is this course part of an AAS or related certificate of completion?

**No**

Are there prerequisites to this course?

**Yes**

**Pre-reqs:**Pass RD-090 or placement in RD-115

**Have you consulted with the appropriate chair if the pre-req is in another program?**

**No**

Are there corequisites to this course?

**No**

Are there any requirements or recommendations for students taken this course?

**No**

Are there similar courses existing in other programs or disciplines at CCC?

**No**

Will this class use library resources?

**No**

Is there any other potential impact on another department?

**No**

Does this course belong on the Related Instruction list?

**No**

**GRADING METHOD:**

A-F or Pass/No Pass

**Audit:Yes**

When do you plan to offer this course?

- Fall**
- Winter**

**✓ Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

**No**

Will this course appear in the college catalog?

**Yes**

Will this course appear in the schedule?

**Yes**

**Student Learning Outcomes:**

Upon successful completion of this course, students should be able to:

1. identify word part origin of selected academic vocabulary on quizzes and tests,
2. define selected academic vocabulary in readings and tests using word part knowledge and contextual clues,
3. apply pre-reading knowledge, interest, questions, and purpose to selected readings;
4. apply and adapt previewing skills to a variety of readings,
5. discuss reading flexibility as it relates to reading speed and techniques,
6. demonstrate reading speed increase through cluster reading practice,
7. identify six common organizational patterns and related transition words in readings and on tests,
8. apply SQ4R to short readings and a passage from an introductory college textbook chapter,
9. annotate selected readings using abbreviations, symbols, words and phrases;
10. identify the thesis and major supporting points in persuasive writing,
11. analyze and evaluate persuasive writing by examining evidence, fallacies, language, and sources;
12. extend and deepen comprehension by relating readings to experiences, issues, and events.

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***This course does not include assessable General Education outcomes.***

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**Major Topic Outline:**

1. Greek and Latin word parts.
2. Vocabulary in context.
3. Active reading: before, during, and after.
4. Pre-Reading techniques and previewing.
5. Efficiency, flexibility, and speed techniques.
6. Transitions & organizational patterns.
7. SQ4R.
8. Creative annotating.
9. Language & inference.
10. Evaluating persuasive writing.
11. Evidence: facts, opinions, generalizations, fallacies.
12. Author credibility, sources, and assumptions.

**Does the content of this class relate to job skills in any of the following areas:**

- |                                      |           |
|--------------------------------------|-----------|
| 1. Increased energy efficiency       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |

5. Supports green services **No**

Percent of course:0%

## Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

First term to be offered:

Next available term after approval

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