

FLORIDA STATE COLLEGE AT JACKSONVILLE
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	EAP 1520
COURSE TITLE:	Reading Level V
PREREQUISITE(S):	None
COREQUISITES(S):	None
STUDENT ADVISING NOTES:	Suggested Course(s): Completion of EAP 0420 and EAP 0492 or Reading placement test score at Level V; Also Recommended: EAP 0460 (Concurrent or Following)
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	22
<p>CATALOG COURSE DESCRIPTION: This course gives students practice in gaining increased reading speed and comprehension at both the literal and inferential levels. Reading activities include skimming for main ideas, scanning and speed reading. It will also place emphasis on techniques of vocabulary development as well as techniques identifying basic forms of paragraph development. It will include activities, which encourage students to further develop their oral and written proficiency in English.</p>	
SUGGESTED TEXTS:	<p>Smith, Lorraine C. and Mare, Nancy Nici. <u>Concepts For Today</u> Boston, Ma. Heinle and Heinle. 1994</p> <p>Wegmann, Brenda and Miki Knezevic. <u>Mosaic I: Reading</u>. 4th ed. New York: McGraw-Hill 2002</p> <p>Smith, R. Kent, Beth Johnson, and Carole Mohr. <u>Groundwork for a Better Vocabulary</u>, 2nd ed. Marlton, N.J.: Townsend Press, 1998</p>
IMPLEMENTATION DATE:	Winter Term, 1987 (872)
REVIEW OR MODIFICATION DATE:	Fall Term, 1996 (971) Fall Term, 2003 (20041) Fall Term, 2008 (20091)

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Students Will Develop Techniques For Vocabulary Improvement Through Exercise In:	10
A. Contextual Clues (2)	
B. Word Attack Skills (5)	
1. Dictionary Use	
A. Etymology	
B. Diacritical Markings	
C. Appropriate Dictionary Definition For Contextual Usage Of Entry Word	
C. Structural Analysis (3)	
1. Roots	
2. Prefixes	
3. Suffixes	
II. Students Will Increase Their Literal Comprehension Skills Through Identification Of:	6
A. Paragraph Topic (1)	
B. Paragraph Main Idea (5)	
1. Stated	
2. Implied	
III. Students Will Identify Basic Paragraph Patterns	10
A. Cause And Effect (2)	
B. Comparison And Contrast (2)	
C. Classification (1)	
D. Illustration/Example (1)	
E. Process (2)	
F. Chronology (1)	
G. Definition (1)	
IV. Students Will Develop Critical Thinking Skills Through Recognition Of:	14
A. Inference (4)	
B. Assumption (2)	
C. Concept (1)	
D. Conclusion (2)	
E. Inductive And Deductive Reasoning (5)	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

V. Students Will Integrate Vocabulary
And Comprehension Skills Through
Oral And Written Activities In
Longer Readings

5

- A. Short Stories (1)
- B. Non-Fiction Narrative (1)
- C. Magazine And Newspaper Articles (1)
- D. Short Adult-Interest Level,
Easy-Reading Novels (1)
- E. Short Adult-Interest Level,
Easy-Reading Non-Fiction (1)



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EAP 1520</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>EAP Reading 5</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input checked="" type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input type="checkbox"/> Writing	<input type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Working Collaboratively

Section 5	LEARNING OUTCOMES	METHOD OF ASSESSMENT
	• Students will be able to	For all:
	• Develop techniques for general and academic vocabulary improvement; use context clues	Exercises, quizzes and Department exit exams SDRT Brown forms: H, J and K.
	• Improve skills in identifying main ideas;	
	• increase reading comprehension, including recognizing basic patterns of organization in reading texts; predicting content;	
	• develop critical thinking skills including making inferences, assumptions, and conclusions and identifying fact from opinion.	
	• comprehend academic reading appropriate to this level	
	• adjust reading strategies according to text and purpose (e.g., intensive or extensive reading vs. skimming or scanning.)	
	• increase reading speed in English without sacrificing comprehension	
	• select the most important information from reading assignments and lessons presented during class sessions to study for tests or use for other academic tasks.	

Section 6
 Name of Person Completing This Form: Mingmin Zhu Date: 4/30/2007