***060 – Reading – B2***

**Course Description:** Students will read and interpret complex texts on a wide range of topics used in less predictable situations and provide analysis or contributions in written or spoken production.

“Complex texts” are those that:

* Are factual, descriptive, narrative, or argumentative
* Contain both explicit opinions and implied meanings
* Contain a range of concrete, abstract, and some specialized vocabulary
* Are authentic and from a variety of genres
* Contain high-frequency idioms

***Reading Comprehension Student Learning Outcomes:***

**RC1:** Locate and use information in complex texts from different genres for a variety of purposes.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify the main idea of a variety of text types and correspondences, even when colloquial language is used.
* Identify relevant supporting details
* Identify key words and concepts in a text
* Skim text to understand gist.
* Scan text to find information relevant to their purpose.
* Use evidence from text to support opinion
 | * Write a one-paragraph standalone summary that indicates the main idea of a text and multiple support points.
* Write paraphrases of more complex texts.
* Answer comprehension questions about literal and implied meanings found in a complex text.
* Answer comprehension questions about a complex graph or chart.
* Read through several different academic program descriptions to identify which program(s) the student would like to apply to, using specific information from the course description to explain why.
* Read a text and use evidence from a text to support a personal response to to it; for example, write a book review, write a response to an article, relating an idea from the article to a personal belief; write a letter to the editor defending your opinion about something in an article.
* Respond to a message that uses formal and/or colloquial language appropriately.
* Email a potential employer about a job opening, using information from the job posting in the email and language appropriate to the register.
* Write a summary and a response to a complex text, expressing opinion about the text, using evidence from the text to support opinion
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***Text Analysis Student Learning Outcomes:***

**TA1:** Deduce meaning of unknown vocabulary and high frequency idioms based contextual, grammatical, and lexical cues in a broad range of texts with varying purposes.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify a variety of context clues that help readers understand, including cultural cues that can impact meaning
* Identify grammatical cues that impact meaning
* Identify prefixes, suffixes, and/or root words to deduce meaning of unknown word
* Identify the difference between literal language and figurative language
* Identify the meaning of individual words in high frequency idiomatic phrases and make inferences about idiomatic meaning based on individual word meanings
* Make inferences of word or idioms based on images in text, if applicable
* Make inferences of word or idioms meaning based on headings and subheadings, if applicable
 | * Provide students with an excerpt from a text that contains unknown words and idioms and ask students to use context clues to deduce meaning.
* Paraphrase figurative language into more literal language.
* Provide examples or answer questions that use target idiom/figurative language. For example, “Maryam takes her husband for granted …. Who is someone you take for granted? Explain.”
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**TA2:** Identify and analyze connections between ideas in no more than two complex texts involving both familiar and unfamiliar topics.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify how two different sources report on/explain a similar topic
* Compare two extensive texts on a contemporary issue
* Compare two short books, stories or extended essays with a similar theme
* Describe similarities and differences between the two works' structure and formatting
* Identify and compare arguments in a text
* Identify and compare aspects of a text, including similarity or differences in theme, characters, and scenes in a novel or short story
* Identify and describe cause-effect presentation in text
* Identify and describe problem-solution presentation in text
* Identify opinions and arguments in two different texts
 | * Synthesis paragraph analyzing how an idea/topic is represented in two different texts. For example, “Both texts focus on pet therapy, but Text A emphasizes.... while text B has a different perspective of...”
* “Think, pair, share” activity where students identify different points of view on a similar topic from two texts
* Comparative essay comparing two texts
* Comparative presentation comparing two texts
* Opinion paragraph on a topic including paraphrases or quotes of opinions and arguments presented in other texts about the topic
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**TA3:** Make inferences about the rhetorical elements of a text.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Make inferences about an author’s purpose, audience, and genre
* Identify strategies used by an author to engage an audience, e.g. pathos, logos, ethos, rhetorical devices, etc.
* Evaluate characteristics of different genres, such as novel, short story, poem, memoir, essay, etc.
* Identify how strategies used by an author to engage an audience change, depending on the genre
* Determine a text’s credibility
* Evaluate how a text’s tone or mood may influence its audience
 | * Complete a text analysis of a variety of genres of texts (movie review, letter of complaint, op-ed, poem, newspaper article, short story, narrative essay, etc.) providing rationale for their determination of some (or all) of the following:
	+ Audience
	+ Purpose
	+ Tone
	+ Mood
	+ Fact or opinion
	+ Strategies to engage audience
* Ask students to share what they would do to convert a text form one genre to another, i.e., “What would you do to convert a newspaper article into a short story?” or “What would you do to convert this brochure into a personal essay?”
* Provide students with an excerpt of a text, its title, author’s name and credentials, and place of publication and ask students to justify why it is credible or not.
* Answer comprehension questions about implied meanings in a text
* Develop a personal interpretation of a literary work, with evidence from the text to support
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***Digital Literacy Student Learning Outcomes:***

**DL1:** Follow online communications of moderate length, identifying main ideas and relevant details, provided contributors avoid complex or unusual language.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify and describe links between multiple threads in the discussion
* Identify cultural implications in thread, e.g. cultural slang, cultural references, etc.
 | * Canvas discussion board post with replies to two other posts
* Responses to email chains or social media posts of more than 3 messages, appropriately addressing cultural implications when necessary.
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**DL2:** Evaluate online sources, for research and personal use, for credibility, relevance, and bias.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify elements of an online source that may impact its credibility, such as bias, expertise of author, place of publication, language choice, etc.
* Navigate various online search engines to locate sources relevant to writing project
* Use key terms to aid in finding sources
 | * Conduct a search on a topic and answer questions about source credibility, bias, etc.
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**DL3** - Use digital media environments to acquire academic and professional knowledge and skills.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Use a variety of search methods to identify digital platforms with relevant information for a class assignment/project, such as forums, discussion boards, etc.
* Navigate different characteristics of digital platforms for purposes, e.g. filters, use of groups, search bar, etc.
 | * Incorporate info. from a digital platform into a class assignment, citing it appropriately
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