***060 – Reading – C1***

**Course Description:** Students will read and interpret demanding texts on a wide range of topics used in a variety of contexts in social, professional, and academic settings, using linguistic and academic skills to provide.

“Demanding texts” are those that:

* Are chosen from a wide range of genres and purposes, including at least one scholarly/peer reviewed text
* Have abstract, conceptual, or specialized vocabulary
* Are linguistically complex and may include idiomatic and figurative language
* Are authentic and from a variety of genres
* Are visually complex, lengthy, or dense

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

**RC1:** Locate and use information in demanding 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, including finer points of detail. * Identify key words and concepts, including idioms, in a text * Skim text to understand gist. * Scan text to find information relevant to their purpose. * Use a dictionary to identify the meaning of specialized vocabulary. * Use a thesaurus to identify synonyms of specialized vocabulary | * Respond to an op-ed from a major newspaper or online news source, citing specific points from it to support statements. * Write a book review, citing specific elements of the book you liked or didn’t like. * Write a response to an article, citing points from it you found interesting and why. * Summarize a peer-reviewed article in a specialized field. * Answer comprehension questions about literal and implied meanings found in a demanding text. * Answer comprehension questions about a complex graph or chart. * Participate in a Socratic seminar discussion. * Write summaries of varying lengths, identifying which information is essential for the indicated length. For example, summarize a novel chapter, summarize a newspaper article in 1, 3 and/or 10 sentences. |

***Text Analysis Student Learning Outcomes:***

**TA1:** Deduce implied meaning (beyond word or sentence level) based on contextual, grammatical, and lexical cues in a broad range of demanding texts with varying purposes.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify a variety of context clues, including cultural cues that impact meaning, such as cultural allusions. * Identify grammatical cues * Identify and describe lexical cues * Interpret and analyze complex figurative language * Interpret meaning of idiomatic language based on larger context of a text * Use cues to make predictions about what will come next in the text | * Provide students with a multi-sentence excerpt from a text that contains the use of unknown idioms and/or figurative language and ask students to use context clues to deduce meaning and report what clues helped them. * Paraphrase figurative language into more literal language, using longform essays and/or fictional short stories * Provide examples or answer questions that use less-common target idiom/figurative language. For example, “Hanai's anger was lava ready to destroy her family.” |

**TA2:** Analyze connections between ideas in demanding texts involving unfamiliar topics.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify how multiple (more than 2) sources report on/explain a similar topic * Compare multiple (more than 2) extensive texts on a contemporary issue * Compare multiple short stories or extended essays with similar themes. * Describe similarities and differences between the multiple works' (more than 2) structure and formatting * Identify and compare opinions and arguments among multiple texts. * Identify and compare themes, including similarity or difference in treatment of theme, characters, and scenes among multiple short stories. * Identify and describe cause-effect presentation among multiple texts * Identify and describe problem-solution presentation among multiple texts | * Synthesis paragraph analyzing how an idea/topic is represented in multiple texts. For example, “All the texts focus on pet therapy, but Text A emphasizes.... while texts B and C have a different perspective of...” * “Think, pair, share” activity where students identify different points of view on a similar topic from multiple texts. * Comparative essay comparing multiple texts. * Comparative presentation comparing multiple texts * Persuasive essay on a topic including paraphrases or quotes of opinions and arguments presented in other texts about the topic. |

**TA3:** Make inferences about the rhetorical elements of a demanding text.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Make inferences about an author’s purpose, audience, genre, engagement strategies, and credibility * Analyze the purpose of differences in genre characteristics, i.e., Why do newspaper articles include headings and subheadings? * Identify how strategies used by an author to engage an audience change, depending on the genre | * Complete a text analysis, focusing on the rhetorical elements of the text, of a peer reviewed/scholarly article in a specialized field in essay or presentation format * Ask students to convert a text from one genre to another, i.e., a short story into a newspaper article, or a personal essay into a chart or graph, demonstrating their understanding of the characteristics of the genre. * Develop a personal interpretation of main ideas and key aspects of a literary work, using other texts to support arguments. |

***Digital Literacy Student Learning Outcomes***

**DL1**: Effectively follow online professional or academic exchanges.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Expose students to a variety of professional and academic online forums (i.e. TESOL forum or other field-specific forums) * Identify cultural and field specific implications of contributions in online exchanges | * Contribute effectively and accurately to an online forum on a discussion topic related to their academic or professional field * Verify understanding of a complex online academic or professional discussion forum through paraphrase and questioning. * Evaluate, restate, and/or challenge arguments in professional or academic online exchanges and discussions |

**DL2** - Evaluate online sources, specifically using academic databases, assessing sources for relevance and credibility.

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| **Instructional Objectives:**   * Navigate UWM database system to locate appropriate database for target subject * Use various UWM library databases to aid in research, for example: JSTOR, ERIC, ProQuest, Worldcat, etc. * Use key terms and Boolean phrases (the use of AND, OR, NOT, or AND NOT to combine or exclude keywords in a search) to aid in finding sources * Understand basic research techniques such as reading abstracts, evaluating sources, (CRAP test), etc. | **Suggested Methods of Assessments:**   * Complete quiz on Research Librarian workshop * Conduct a search on a topic, using texts only from databases and assessing them for relevance and credibility |