***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.
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***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.”
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**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.
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**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.
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***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
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**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
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