

North Hennepin Community College

EAP 1230: College Reading and Studying Skills

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites:

This course requires both of these prerequisite categories

1. Any one of these three groups
 1. All of these three groups
 1. Any one of these three
 - A score of 1 on test Exempt from taking Reading placement tes
 - A score of 1 on test Exempt from taking English placement tes
 - A score of 3 on test ESOL Essay Writing Test Scores
 - And
 2. A score of 108 on test Accuplacer ESL Reading Skills
 - And
 3. A score of 77 on test Accuplacer ESL Listening
 - Or
 2. Both of these groups
 1. One of these two groups
 1. Both of these groups
 1. One of these two
 - EAP 0830 - Reading Skills Development (Minimum grade: 1.67 GPA Equivalent)
 - ESOL 0830 - Reading Skills Development
 - And
 2. EAP 0860 - English Language Skills Development (Minimum grade: 1.67 GPA Equivalent)
 - Or
 2. ESOL 0860 - English Language Skills Development
 - And
 2. EAP 0880 - Listening and Speaking Skill Development (Minimum grade: 1.67 GPA Equivalent)
 - Or
 3. ESOL 0880 - Listening and Speaking Skill Development
- And
2. One of these two
 - EAP 0930 - Academic Reading and Study Skills (Minimum grade: 1.67 GPA Equivalent)
 - ESOL 0930 - Academic Reading and Study Skills

Corequisites: None

MnTC Goals: None

This course focuses on the college textbook reading, language and study skills you will need in your content-area courses. You will study content-course readings and complete tests and assignments typical of those you will complete in college courses.

Placement test scores or grade of C or better in EAP 0830, EAP 0860, EAP 0880 and EAP 0930

B. COURSE EFFECTIVE DATES: 05/15/2017 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Content-area textbook reading strategies and skills applied to subjects which students often study for their General Education courses, such as biology and psychology
2. College textbook reading strategies:
Reading comprehension strategies, including pre-reading, during reading, and post-reading strategies
Reading speed appropriate to purpose and material
3. Study skills typically needed for General Education courses
Annotating a reading
Creating concept cards
Paraphrasing main ideas and key examples with graphic organizers
Summarizing a reading
4. Test-taking skills typically needed for General Education courses
Answering short-answer, multiple-choice, and true-false questions
Taking tests with study notes; other tests taken from memory
5. English language skills needed for college textbook reading and studying:
Academic and content-specific vocabulary study skills and acquisition
Parts of speech, referents, transitions, and passive verb forms used in textbook writing

D. LEARNING OUTCOMES (General)

1. Identify current understanding of academic success components. (NHCC ELO 2)
2. Apply active learning practices, techniques, processes and/or strategies that recognize that learning is a context dependent task. (NHCC ELO 2)
3. Demonstrate reflection of learning practices, techniques, processes, and strategies. (NHCC ELO 2)
4. Describe self-monitoring (metacognitive awareness) of learning practices, techniques, processes, and strategies. (NHCC ELO 2)
5. Investigate needs through the examination of the academic learning environment. (NHCC ELO 2)
6. Identify which learning practices, techniques, processes, and strategies are appropriate for the learning objective. (NHCC ELO 2)
7. Evaluate the effectiveness of the techniques and processes in various situations. (NHCC ELO 2)
8. Develop standard American English language skills for college study. (NHCC ELOs 1, 2)
9. Use critical literacy skills. (NHCC ELO 2, 3, 4* for 1230 Honors Option Students)
10. Explore the nature of their learning styles. (NHCC ELO 2)
11. Examine interests and learning goals within the framework of higher education. (NHCC ELO 2)
12. Evaluate how various cultural values may challenge and/or affect one's ability to reach learning objectives. (NHCC ELOs 2,3)
13. Analyze how beliefs about diversity, including gender, economic class, physical ability, race, religion, sexual preference, and/or age may affect learning objectives. (NHCC ELOs 2, 3)
14. Assess how values affect learning and vocational goals. (NHCC ELOs 2, 3)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

- 1: Knowledge of human cultures and the physical and natural world, including: Compare diverse global perspectives.
- 2: Intellectual and Practical Skills, including: Demonstrate advanced proficiency in academic English, Develop critical thinking for college and career goals, Employ academic skills and active learning strategies, Select learning practices according to learning needs.
- 3: Personal and Social Responsibility, including:
Analyze the effects of one's personal beliefs and experiences on learning, Investigate ways to participate on campus and in the community.
- 4: Integrative and Applied Learning ; Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.