

Dakota County Technical College

ENGL 0123: Medical Reading and Study Skills

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 3

Lab Hours/Week: 1

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course is designed to help students who are in or planning to enter health care programs strengthen basic Reading Comprehension and vocabulary skills. Students will work on developing efficient study skills. Learning experiences will include use of excerpts from health care textbooks to practice skills.

Prerequisites: None

B. COURSE EFFECTIVE DATES: 03/28/1999 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Locate words in a dictionary
2. Select appropriate definitions
3. Use pronunciation key
4. Define structural analysis
5. Use suffixes
6. Use prefixes
7. Use word root/combining forms
8. Recognize uses of context
9. Use framework-based clues
10. Use text-based clues
11. Describe methods to remember word parts
12. Identify ineffective reading habits
13. Identify strategies of active readers
14. Define framework
15. Demonstrate use of framework in making predictions
16. List steps in previewing
17. Use previewing techniques
18. Distinguish between relevant and irrelevant facts
19. Build reading rate
20. Explain flexible reading rates
21. Apply flexible reading rates
22. Discuss PQ3RT
23. Discuss SQ3R
24. Apply PQ3RT
25. Apply SQ3R
26. Identify main ideas
27. Infer unstated main ideas
28. Locate topic sentences
29. Differentiate between topics, main ideas, and details
30. Recognize the use of cause and effect
31. Comprehend comparison and contrast
32. Locate major supporting details
33. Locate minor supporting details
34. Read tables, graphs, and diagrams
35. Set personal goals
36. Describe time-management techniques
37. Select personal time-management techniques
38. Explain oral direction-following skills
39. Explain written direction-following skills
40. Evaluate personal study habits
41. Describe memory techniques
42. Identify ways to remember new words
43. Design memory strategies
44. Describe note-taking strategies

45. Apply note-taking strategies
46. Develop outlines
47. List exam types
48. Describe test-taking strategies
49. Recognize ways to cope with test anxiety

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted