



Internationalizing the Curriculum Project

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RDG 091 College Reading Skills I–3 Credits

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- Course Description: Designed to improve college reading skills and motivate students to increase their reading repertoire. Students read folklore from various international regions, analyzed literary concepts, increase vocabulary, cultural and historical knowledge. Course includes a service learning project. An international country is studied and presented on a fifteen to twenty-five slide PowerPoint presentation. Prerequisites: Reading placement test score (ASSET), or grade of "C" or better in RDG081, or permission of instructor.

International Component Summary

Content Area:

The competencies of College Reading 091 were met through reading international folklore selections, which represented more than twenty-five countries. The following reading skills were taught and reinforced throughout the course: Efficient reading, inference, analytical reasoning, critical reading and thinking. After weeks of applying these skills, students were teamed up to complete practice exercises in a textbook format. Only these sections of the traditional textbook for this class were used.

Material:

Research yielded sixty-five folklore selections from more than twenty-five countries. These selections were compiled in a book and given to students as a course text. The folklore book was our major reading resource. Students read four different types of folklore: folktales, fables, myths and legends. Discussions included, but were not limited to analysis of the following elements:

- Purpose of the selection
- Cultural aspects of the country
- Human behaviors rewarded/criticized
- Relationships between attitudes depicted in the selection to their own and those of others

Students identified examples of people who would benefit by applying morals shared to their behavior and general attitude. Selections were also compared/contrasted. Students were held responsible for completing in-class and outside reading assignments. They worked in small groups and participated in activities, which required critical thinking, problem solving and oral presentation skills.

Special Activities:

Students were engaged in a Service Learning Project which required them to read a legend, myth or folktale to a student between nine and thirteen years old. They used their critical thinking skills to develop appropriate questions for their listening audience. They were required to develop a pre-reading activity, record the experience and write evaluation comments, which included ways to improve the delivery and reception or level of audience attention and participation. Students had the following options; create their own folktale, read one already read or choose a new one from

the one of the following categories; Myth, Folktale or Legend. Other interesting projects were the Web research and Power Point presentations students developed on a country of interest.

Successes/Challenges:

Assignments that provided students with choices and options were most successful with the students. Most were particularly pleased to not have to rely on the textbook readings traditionally used in this class. Most had limited experiences with folklore and/or had paid very little attention to what can be learned about an unfamiliar culture and human behavior from folklore reading selections. Finding a suitable place to integrate the textbook practice activities for efficient reading, inference, analytical reasoning and critical thinking was a challenge. Most students would have preferred to not have to do them at all. Choosing the middle of the semester and first assigning them as outside independent activities to be discussed and graded in class, turned out to be a reasonably good idea.

Tips/Suggestions to Instructor:

Locate folklore selections that you feel will motivate students to read more of this type of literature. Develop activities that will require students to explore literary components and learn about aspects of culture and human behavior. Guide students through the initial selections. Train them to read, listen to the words and discover information in and between the lines. Assign outside readings with a standard set of questions that students have developed with your guidance. Discuss and develop a related service learning and independent project. Provide special project and assignment options.

Syllabus/Course Outline:

See attached

MCCCD Official Course Competencies:

1. Apply efficient textbook/reading study strategies.
2. Explain main ideas in single and multi-paragraph readings.
3. Explain the relationships of details to the main idea(s) they support.
4. Apply word-meaning strategies.
5. Draw inferences from reading selections.
6. Utilize patterns as aids to comprehension of single and multi-paragraph readings.
7. Integrate information from graphics with text information.
8. Vary reading rate.
9. Apply skimming and scanning techniques when appropriate.
10. Summarize single and multi-paragraph readings.
11. Compare and contrast ideas from several readings.
12. Skills for student success.

Skills Developed/Reinforced or Enhanced

1. Identification of types and characteristics of folklore literature
2. Identification of common and diverse human character/behavior and values
3. Analysis of cultural aspects, revealed or implied
4. Analysis of literary elements embodied in writing style and figurative language
5. Efficient reading and thinking skills
6. Efficient textbook reading skills
7. Formal Essay Writing
8. Development/maintenance of a Reading Log
9. Oral Presentation
10. Technology (Research and Presentation)
11. Cooperative Learning
12. Service Learning Approaches

Resources:

The library is the best source of folklore selections. Below are some Web sites that contain useful information.

<http://members.bellatlantic.net/~vze33gpz/myth.html>

<http://www.myths.com/pub/myths/myth.html>

<http://www.mythinglinks.org/>

<http://www.legends.dm.net/>

SYLLABUS/COURSE OUTLINE FOR RDG091, READING SKILLS

- Theme: Exploring Human Character and Values through International Folklore
- Text: Selected Readings (Supplied by Instructor)
- Description: This course is designed to improve basic reading skills. It includes word recognition, prediction of contents of reading selections, and development of basic vocabulary. Emphasis is on identifying main ideas and related details. Reviews following directions and understanding graphic material.
- Intent: The competencies of College Reading 091 will be met through reading and conducting investigative studies of various international folklore genres.

COURSE REQUIREMENTS/EXPECTATIONS:

Regular Class Attendance, Productive Student Attitude, Thoughtful Reading, Class Participation

On-going Reading Log: A record of reading activity with brief notes of main points and literary elements that address the general questions format described below. Reading log should include pages/paragraphs where questions are addressed. Bring log to each class.

Portfolio: A stable folder in which you present your best work.

Reading Response Essays: Based on general question format described below

Compare/Contrast Essay

Web Research Folklore Assignment (Copy of PowerPoint Presentation)

A Written Response regarding the Service Learning Experience

GENERAL QUESTION FORMAT:

1. What is the purpose of the selection?
2. Discuss the following aspects of the culture of the country as revealed or implied in the selection. Provide a clear sentence, which identifies each cultural aspect. Provide examples of how actions in the selection depict each cultural aspect identified. (Identify at least two cultural aspects.)
 - a. Cultural Aspects
 - i. Values and Customs
 - ii. Virtuous behaviors and how behavior is rewarded within culture
 - iii. Admired and respected traits
 - iv. Behavior viewed by the culture as negative
3. Identify the power holder(s) in the story (provide written justification)
4. Identify aspects of nature explored in the piece
5. Discuss the relationship between the attitudes, values and behaviors depicted in the selection to your own (compare/contrast)
6. Describe a person who would benefit from hearing or reading the selection and explain how they would benefit from hearing or reading the selection. In what ways might the selection impact that person?
7. Compare/contrast the selection to another selection, perhaps from another culture.

ASSIGNMENT OVERVIEW:

Participation	100 points
Reading Analysis Essays (Addresses Questions)	200 points
Compare and Contrast Essay	100 points
Web Research Folklore Assignment	100 points
PowerPoint Presentation (15+ slides)	100 points
Service Learning Project (Read to a Child, 9-13 years old)	100 points
Reading Log	100 points
Peer Evaluations	<u>200 points</u>
TOTAL POINTS =	1000 points

The final grade for this class is based on the average of your grades from participation, assignments and tests. Overall student grade profile is also considered for final grade determination. Each student may achieve an average of 100 percent. The following scale will apply:

A=90-100%	B=80-90%	C=70-79%	D=69 and below
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ACTIVITY SCHEDULE

Week #1	Introduction: Purpose/Expectations/Requirements/Syllabus/Reading Log Folktale Readings 1 & 2
Week #2	Review Reading Log Information/Value list sheet Folktale Essay Writing Instructions Small Group Practice Folktale Readings 3 & 4
Week #3	Compare/Contrast Activities Folktale Readings 5 & 6
Week #4	Folktale Readings 7, 8, & 9
Week #5	Independent Reading Selections Discussion of Selections Folktale Presentation of Selection(s) of Choice
Week #6	Written Assignment: Folktale (Essays 1 & 2 due)
Week #7	Myths (Characteristics/Literary Style) Readings: Myths Continue Reading Log Entries
Week #8	Myths; Prepare Myth Essays 3 & 4
Week #9	Efficient Reading; Inference Analytical Reading; Critical Thinking Web Research Assignment: Research a folktale, myth or legend; prepare outline containing responses to general questions Develop a PowerPoint presentation on the country of origin (15+ slides)
Week #10	Myth Class Presentations (Independent Reading) Prepare Compare/Contrast Paper

- Week #11 Legends (Characteristics/Literary Style)
 Service Learning Project Preparation/Discussion
 Folktale, Myth or Legend
 Read to a child between the ages of 9 & 13
 Ask specific questions
 In outline form, provide detailed feedback
- Week #12 Fables, other Folklore (Five Independent Readings)
 Reading Log Information Sharing
- Week #13 Web Research/PowerPoint Presentations
- Week #14 Service Learning Projects
- Week #15 Peer Evaluations
- Week #16 Final; Portfolios Due