READ R091: ACADEMIC READING FOR BIOLOGICAL ANTHROPOLOGY

Originator
ktudman

College
Oxnard College

Discipline (CB01A)
READ - Reading

Course Number (CB01B)
R091

Course Title (CB02)
Academic Reading for Biological Anthropology

Banner/Short Title
Reading for Bio Anthropology

Credit Type
Credit

Start Term
Spring 2021

Catalog Course Description
Intended for students currently enrolled in ANTH R101, this course will provide strategies for actively reading, understanding and responding to college-level texts used in biological anthropology. Content-area reading skills are explicitly taught, modeled and practiced. This course also emphasizes critical thinking, discipline-based vocabulary, and reading rates as they relate to academic success.

Taxonomy of Programs (TOP) Code (CB03)
1520.00 - Reading

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
C (Not transferable)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
A - One level below transfer

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
2 - Not Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Field trip to a zoo to observe primate behaviors in relation to course content. Field trip to a museum to view evolutionary patterns on modern humans.

Grading method
Letter Graded

Alternate grading methods
Student Option- Letter/Pass
Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
17.5
Maximum Contact/In-Class Lecture Hours
17.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
17.5

Total Maximum Contact/In-Class Hours
17.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
35
Maximum Outside-of-Class Hours
35

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
52.5
Total Maximum Student Learning Hours
52.5

Minimum Units (CB07)
1
Maximum Units (CB06)
1

Corequisites
ANTH R101

Requisite Justification
Requisite Type
Concurrent

Requisite
Anthropology R101

Requisite Description
Course not in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Successfully apply specific reading study strategies, such as SQ4R or similar method, for understanding and responding to textbook reading and articles from Anthropology 101.
2	Produce effective study guides for Anthropology R101.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	Implement a variety of reading comprehension strategies in order to understand, retain, and apply discipline content.
2	Use critical reading skills to evaluate and judge reading materials.
3	Design and implement an effective reading plan for their personal and academic success in the content course.
4	Discern appropriate reading speeds for various texts depending on purpose and difficulty implementing skimming and scanning skills to read at a faster rate where applicable.
5	Demonstrate an expanded vocabulary and understanding of general academic, technical, and domain-specific words and phrases sufficient for reading at the college level.
6	Integrate and synthesize information from the textbook and outside sources to respond to discussion questions.

Course Content

Lecture/Course Content

1. Steps to the Reading Process
   a. Pre-Reading and Schema Activation
      i. Previewing a text
      ii. Connecting to prior knowledge and experience
   b. Active Reading
      i. Annotation
         1. Summary notes and paraphrasing
         2. Asking questions
         3. Drawing pictures
         4. Making connections
         5. Accessing vocabulary
         6. Identifying main ideas, definitions and examples
         7. Using enumerations
         8. Interpreting charts and graphs
      ii. Understanding chapter organization
      iii. Prediction
      iv. Inference
      v. Context Clues
      vi. Talking to the Text
   c. Post-Reading
      i. Outlining
      ii. Responding to the text
      iii. Making conclusions
      iv. Reflections
      v. Recitation
2. Passive vs. Active Reading
3. Metacognition
   a. Understanding ways of learning
   b. Develop a personal study plan for content course
4. Vocabulary Skills
   a. Context clues
   b. Dictionary Skills
   c. Affixes and Roots
   d. Accurate usage through understanding parts of speech
   e. Develop specific anthropology and academic vocabulary
5. Critical Thinking
   a. Interpretive skills
   b. Inferences
   c. Synthesis

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects
Individual projects
Journals
Objective exams
Quizzes
Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will explain and model the various stages of the reading process guiding and supporting students with its implementation in the following ways:

1. To preview:
   a. Instructor will demonstrate how to preview a text in front of the class
   b. Following the demonstrations, students will work in pairs to implement the process through worksheets and discussion.
2. To annotate and actively read assigned chapters from the anthropology textbook:
   a. Instructor will provide models and videos of the process.
   b. Students will then bring in their annotations and share their most effective annotation for that chapter with the group.
   c. Instructor will share videos and PowerPoints from the content area course to help students understand the connections of these to the readings.
3. To demonstrate post-reading activities:
   a. Instructor will provide experiential learning activities including a field trip to a zoo or museum with the anthropology instructor as guest speaker to connect real world experiences and sights to the readings having students record observations and answer critical thinking questions about what they observed.

Representative Course Assignments

Writing Assignments
1. Students write summaries of various sections of the textbook.
2. Students paraphrase important ideas from the textbook and create a paragraph response to a discussion question related to the reading properly introducing the paraphrased ideas.

Critical Thinking Assignments
1. Students work in groups to synthesize information from various chapters of the text.
2. Students identify their own point of view on a controversial topic from the course and provide reasons in support of their conclusion.

Reading Assignments
1. Students complete the required chapter readings from the anthropology textbook using the reading strategies from the course.

Outside Assignments

Representative Outside Assignments
1. Students annotate full chapters of the Anthropology textbook.
2. Students memorize common roots and affixes related to the vocabulary in the textbook.
3. Students create study guides for each chapter of the textbook in preparation for the quizzes and discussion questions for the course.

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Classic Textbook
Yes

Description
McWhorter, Kathleen (2015). Reading Across the Disciplines: College Reading and Beyond (6). Pearson

Resource Type
Textbook

Description
Langan, John (2013). Reading and Study Skills (10th). McGraw Hill.

Resource Type
Textbook

Description
Jurmain, R., Kilgore, L. Trevathan, W., Ciochon, R. L. (2012). Introduction to Physical Antrhopology (2011-2012). Wadsworth Cengage Learning.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form "study groups" in person or online.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.
Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Telephone	Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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| Telephone | Students can request for instructor to call or vice versa in order to answer one-on-one questions about course material or student progress. |

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
READING

Review and Approval Dates

Department Chair
12/02/2020

Dean
12/02/2020

Technical Review
12/09/2020

Curriculum Committee
12/09/2020

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
12/18/2020

Control Number
CCC000611639

DOE/accreditation approval date
MM/DD/YYYY