

I. Course Title: Critical Reading (S3)

II. Course description :

Based on the various reading skills and strategies dealt with in S1 and S2 reading comprehension courses, students, in this course, are expected to demonstrate the capacity to combine those skills and strategies not only to understand and retain information, but also to critically analyze, synthesize and intellectually discuss challenging texts that represent different cultural perspectives, and academic disciplines. These disciplines, and fields of knowledge might include texts about history, sociology, psychology, anthropology, science, religion, etc. Students at this level should also be able to monitor their comprehension during reading, use strategies to increase their reading speed according to their reading needs and purposes.

III. Course objectives :

By the end of the course, Students will be able to:

- ✓ Identify stated and implied main ideas and evaluate supporting details in typical college- level reading selections.
- ✓ Further consolidate and sharpen critical thinking skills in reading.
- ✓ recall information from the reading texts.
- ✓ Analyze arguments and detect flaws in reasoning.
- ✓ Evaluate and classify information in reading texts.
- ✓ Analyze and summarize information from typical college-level reading selections including main ideas, supporting details, points of view, arguments, biases, and uses of evidence.
- ✓ Improve the ability to interpret, analyze and synthesize academic, literary and authentic texts by using critical reading techniques.
- ✓ Write summaries and responses which demonstrate comprehension of main ideas and the author's purpose and connect ideas in reading to own knowledge and experiences.

IV. Course Content:

Students will be taught the following skills and strategies: Critical reasoning, SQ4Rs, summarizing essays/ textbook chapters, speed reading, understanding bias, evaluating information, defending & refuting text arguments, critical response.

1. “War on prejudice starts with ourselves” by Michael Yachnik
2. “Why race isn’t as ‘black’ and ‘white’ as we may think” by Brent Staples
3. “Thinking a neglected art” by Carolyn Kane
4. “10 mental blocks to creative thinking” by Brian Clark
5. “Putting reading in its proper place” by Dominic F. Martia
6. “The cardiac personality” by Dennis Coon
7. “The role of the artist” by Rita Gilbert & William McCarter
8. “Self-esteem is earned, not learned” by Mike Schmoker
9. “How students get lost in cyberspace” by Steven R. Knowlton
10. “How good are your opinions?” By Vincent Ryan Ruggiero
11. “Detecting Propaganda” by Richard D. Altick & Andrea A. Lunsford
12. “Should religion be separate from government?” By Randy Alcorn
13. “I hate my iphone” by Virginia Heffernan
14. “Cultural myths as obstacles to critical thinking” by Gary Columbo, Robert Cullen & Bonnie Lisle

V. Course Evaluation:

This course is subject to two main types of evaluation. These are repartitioned as follows:

- Participation, In-class & after-class assignment 40 %.
- Final Written Exam 60 %.

VI. References

Mikulecky, B.S and Jeffries, L. (2007). Advanced reading power. New York: Pearson - Education.

Adams, W.R. (2011). Developing reading versatility (11th ed). MA, Boston: Wadsworth