

## OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

 Shaded headings are subject to change at the discretion of the department and material will vary  
 - see course syllabus available from instructor

 FACULTY/DEPARTMENT: Communications

<u>RSS 098</u>		<u>3</u>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Introduction to Reading and Study Skills
**COURSE DESCRIPTIVE TITLE**
**CALENDAR DESCRIPTION:** Under Academic Support Services and Communications

 RSS 098 3 credits Prerequisites: Admission to either the CTC Health and Human Services or Adventure Tourism certificate programs.  
 Transferability: None

This introductory reading and study skills course is designed specifically for students in the Health and Human Services and Adventure Tourism programs at CTC. Students will learn basic speed-reading techniques and writing skills to facilitate comprehension of their textbooks. In addition, program content material will be used as a basis for learning preliminary study strategies.

**PREREQUISITES:** Admission to either the CTC Health & Human Services, or Adventure Tourism certificate programs.

**COREQUISITES:** none

**SYNONYMOUS COURSE(S)**

 (a) Replaces: RSS 098  
 (Course #)

**SERVICE COURSE TO:**

 Health and Human Services and Adventure Tourism at CTC  
 (Department / Program)

**TOTAL HOURS PER TERM:** 45
**STRUCTURE OF HOURS:**

Lectures:	45	hrs
Seminar:		hrs
Laboratory:		hrs
Field Experience:		hrs
Student Directed Learning:		hrs
Other (Specify):		hrs

**TRAINING DAY-BASED INSTRUCTION**
**LENGTH OF COURSE:** \_\_\_\_\_

**HOURS PER DAY:** \_\_\_\_\_

**MAXIMUM ENROLMENT:** 30
**EXPECTED FREQUENCY OF COURSE OFFERING:** once or twice a year at CTC
**WILL TRANSFER CREDIT BE REQUESTED? (Lower-level courses only)** YES \_\_\_\_\_ NO X
**WILL TRANSFER CREDIT BE REQUESTED?: (Upper-level requested by department)** YES \_\_\_\_\_ NO X
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:** YES \_\_\_\_\_ NO X
**AUTHORIZATION SIGNATURES:**  

Course designer(s): Diane Luu	Chairperson: _____ (Curriculum Committee)
Department Head: Paul Burkhart	Dean: Virginia Cooke
PAC Approval in Principle Date: _____	PAC Final Approval Date: December 11, 2002

## LEARNING OBJECTIVES / GOALS / OUTCOMES/ LEARNING OUTCOMES:

- To be able to:
1. select and use appropriate reading skills to comprehend textbook material
  2. select and use appropriate study skills to prepare for tests
  3. write a variety of paragraph development examples to facilitate comprehensive reading
  4. write a short expository essay and use the course handbook as a reference tool
  5. understand the basic expected standards of performance to complete post-secondary courses
  6. study in groups as well as independently

## METHODS:

Course content will be presented through a combined lecture, demonstration, discussion and/or group activity process.

## PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR                      YES \_\_\_\_\_                      NO   X  

## METHODS OF OBTAINING PLAR:

n/a

## TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

*Learning for Success: Effective Strategies for Students* by Fleet, Goodchild, and Zajchowski

*Handbook for College Research* by Robert Perrin

## SUPPLIES / MATERIALS:

n/a

## STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Theoretical and practical tests showing mastery of skills learned.

## COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

### Topics:

Academic and performance expectations and goals  
Working in Groups  
A developmental approach toward vocabulary acquisition  
Speed Reading - exercises for fourteen weeks  
Reading for the topic sentence  
Strategies for a smart start  
Questioning strategies  
Organizing time  
Using the five senses for learning  
Managing the stress of being a student  
Decision making techniques  
Effective memory  
Reading for significant facts  
Learning from lectures  
Study by organizing material  
Learning from textbooks  
Identifying key words  
The expository essay  
Reading for inference  
Developing the outline  
Oral presentations  
Paragraph writing for reading – narration to exposition  
Preparing for exams  
Weekly quizzes, assignments, mid-term, essay, and final Exam