Learning Assistance Center **Reading Meeting**

MINUTES

Date: September 23, 2014 Time: 1:15 Rm. 6-222

Present: Ema Burman, Susie Cevallos, Barbara Gonzales, Dianne Rowley (Minutes), and Larry Silva

ITEM	DISCUSSION/ACTION	OUTCOME
1. Review Minutes	1. Meeting minutes are available at http://www.mtsac.edu/instruction/learning/lac Minutes from July READ 100 meeting were reviewed as well as proposed changes to course outline (both are posted on website)	1. Minutes approved as submitted
2. Revise READ 100 Course Outline	2. Group worked collaboratively to revise READ 100 course outline (see document below)	2. READ 100 course outline revisions made during the meeting were emailed to the group
3. Patterns of Discourse	3. The group discussed an article Larry had previously emailed to the group called "The Structural Design Feature of Large Texts" regarding types of large texts and specialized semantic mapping. Barbara provided multiple handouts to the group including one on discourse models of how textbooks are organized. Dianne brought copies of an article titled "Unpacking Academic Discourse."	
4. Blueprinting	4. Tabled	
5. Align READ 100 course with CSU Fullerton 290 course	5. Tabled	
6. Other	6. None	
6. Set Tentative Agenda for Next Meeting	5.	

Next meeting: Thursday, October 9, 2014 at 1:15pm in 6-112

READ 100 Course Outline (Group Revision II: 9/23/2014):

A. Strategic comprehension approaches for critical reading of various types of texts

1) Questioning
   a) Four Levels
      i. Literal: find, select, cite and present information
      ii. Inferential: accurate inferences, unstated assumptions
      iii. Evaluative: the validity, truth, and soundness of inductive and deductive reasoning, logical fallacies and appeals in arguments
      iv. Appreciative: Author's point of view, authority, tone, style, bias, use of language, cultural values
   b. Essential Questions
   c. Blooms
      i. Critical Thinking
      ii. Argument
      iii. Fallacies
      iv. Inductive/Deductive Reasoning

B. Discourse
   a. Structural design features of large text
   b. Discipline specific Discourse
      i. Discourse Model (Gee, James Paul)
   c. Academic, professional, social, cultural, economic
      i. Registers of language (Formal Academic, consultative, casual, intimate???)
      ii. Patterns of discourse

C. Vocabulary approaches as applied to disciplines and discourses:
   a. Definitions of critical thinking and critical reading within academic disciplines
   b. Discipline specific terminologies
      i. Extended key idea, information, memory clue (KIM)
      ii. Concept Mapping
      iii. Memory, use, response, judgment (MURJ)
      iv. Self-selected vocabulary strategies

D. Comparison and analysis of discipline specific organizational and structural patterns of various types of texts
   a. Identification of patterns and organization
      i. Textmapping

        ii. Predict/Locate/Add/Note (PLAN)
        iii. Mindmapping
        iv. Blueprinting
    b. Evaluation of College Level Reading
        i. Descriptions
        ii. Procedures
        iii. Arguments
E. Strategies to evaluate Critical Reading
    a. Reflections on own strategic approaches to cross disciplinary discourses
    b. Recognition of reader's bias
    c. Recognition of an ethnocentric point of view
    d. Sufficient support for conclusions
    e. Author's argument and development
F. Final Exam