AQ READING
Updates

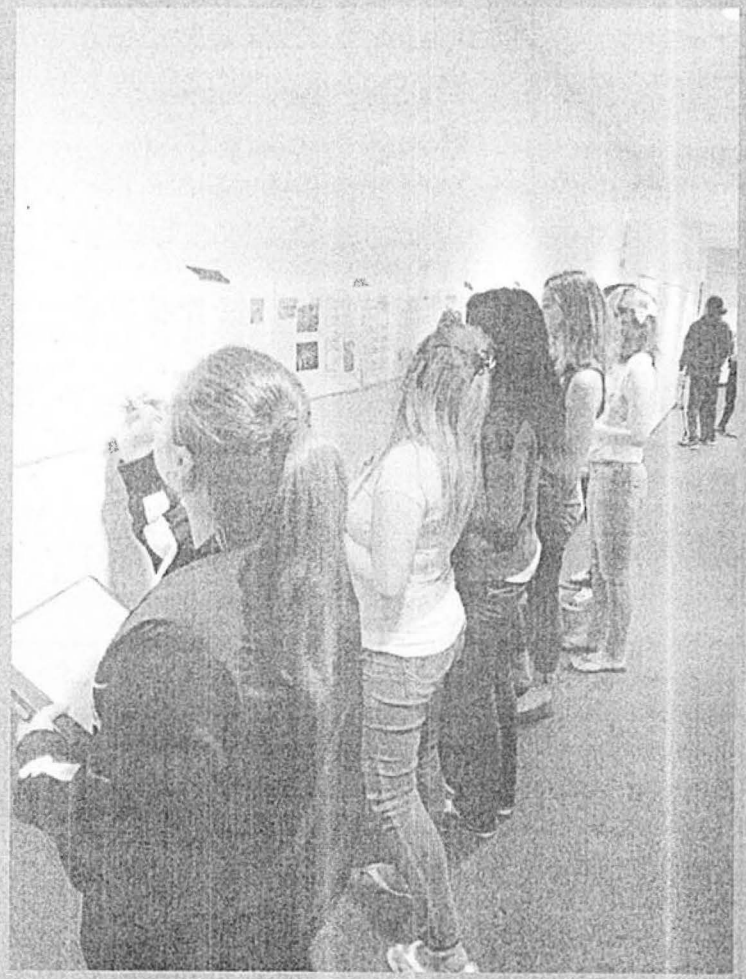
Spring 2019

	High School GPA
READ 100: Analysis and Critical Reading (CSU GE Breadth Area A3)	Cumulative high school GPA of 2.6 or above currently meets the graduation reading competency for local AA/AS degrees. A reading class is not required.
READ 90: Reading College Texts (transfer level)	Cumulative high school GPA of 2.59 or below completion of READ 90 with grade of "C" or higher meets local AA/AS graduation reading competency

	Contextualized Cross-disciplinary Reading Proposal
GPS Proposal Spring 2019-Spring 2020	Approved Funding: $25,000 -Design and facilitate POD contextualized reading workshops on best practices in scaffolding college readers into discipline specific texts -Design and facilitate STEP Reading workshops to share the demands of college reading and the benefits of exploring and strengthening academic reading process -Contextualized Reading Pilot: Canvas "plug-in" modules designed to support reading in STEM and CTE areas

	AQ Placement Recommendation Student Messages
READ 100: Analysis and Critical Reading	Your placement level qualifies you for transfer level READ 100: Analysis and Critical Reading (CSU transferrable - GE Breadth Area A3 Critical Thinking). Eligibility for READ 100 meets the Mt. SAC graduation reading competency for AA/AS degrees. READ 100 is **not** required; it is an optional course for students wishing to develop critical reading and thinking abilities.
READ 90: Reading College Texts	Your placement level qualifies you for transfer level READ 90: Reading College Texts. A grade of "C" or higher in READ 90 meets the Mt. SAC graduation reading competency for AA/AS degrees. Taking READ 90 is **not** required for students earning AA-T/AS-T degrees.

Reading plays an important role in academic success. Taking a **college reading** course improves comprehension, supports reading across disciplines, enhances critical thinking, expands vocabulary, and increases interaction with text. For more information about reading courses, visit www.mtsac.edu/LAC



READ 90 students work together textmap scrolling a biology textbook chapter.

READ 100: Analysis and Critical Reading

3 Units (Degree Applicable, CSU Transferrable)
Prerequisite: READ 90 or satisfactory placement test. Eligibility for READ 100 meets AA/AS degree competency.

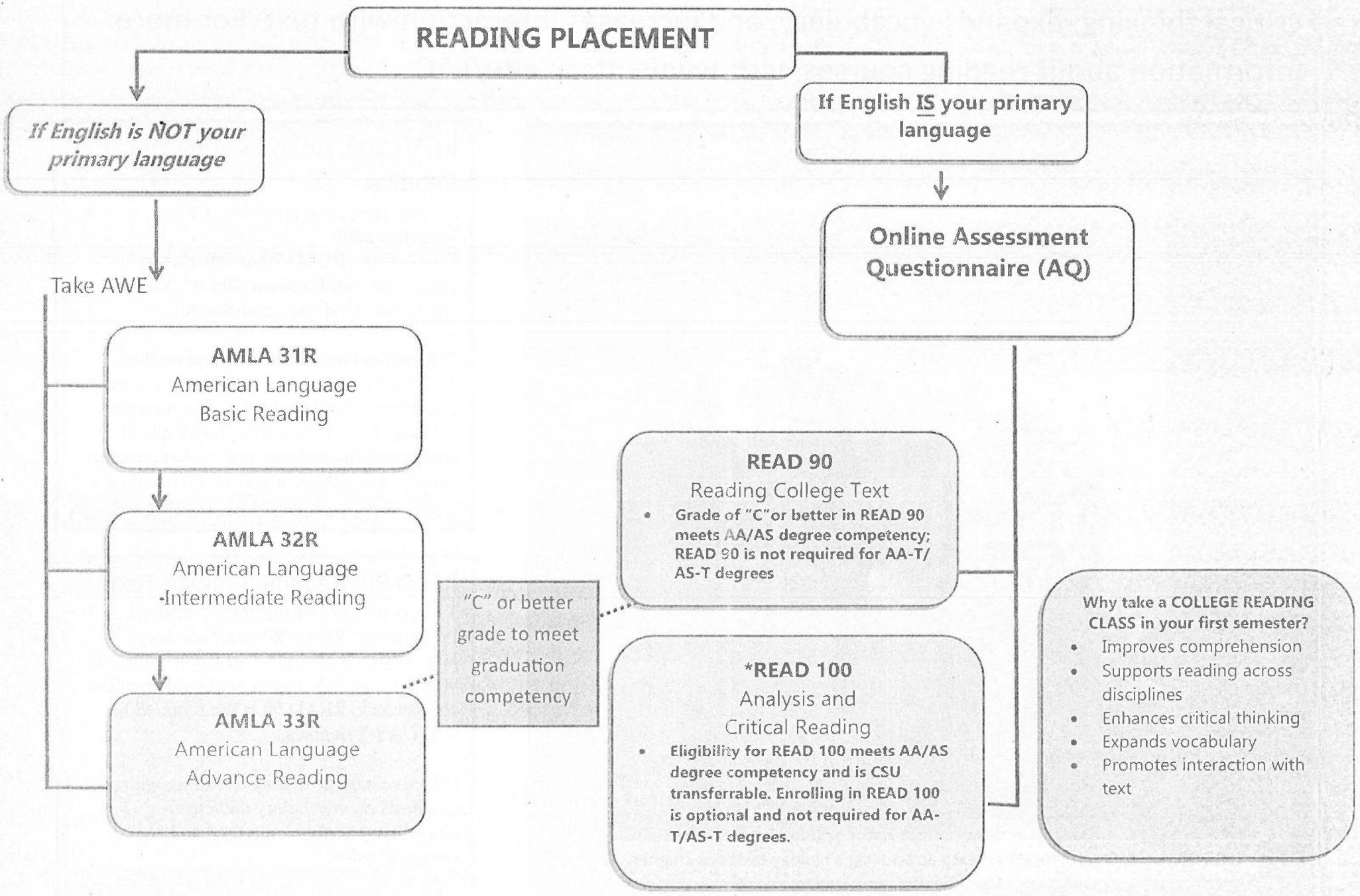
Critical reading course focusing on the effective use of critical thinking in a cross-disciplinary framework. Emphasis on the development of critical reading skills of interpretation, analysis, and evaluation of a variety of academic texts across disciplines.

READ 90: Reading College Texts

3 Units (Degree Applicable, Transfer Level)
Prerequisite: READ 80 or satisfactory placement. Grade of "C" or better in READ 90 meets AA/AS degree graduation reading competency. READ 90 is not required for AA-T/AS-T degrees.

Effective college textbook reading with an emphasis on vocabulary and cross-disciplinary textbook analysis and comprehension.

PATHWAYS TO READING COMPETENCY for ASSOCIATE DEGREE



AQ Reading Recommendation: Guided Self Placement (GSP)

Students identifying as native English speakers who do not have high school transcripts will be directed to take the following Guided Self Placement reading questionnaire for a placement recommendation into READ 100 or READ 90.

The following passage comes from a college level Marine Biology textbook, *Marine Ecosystems*. This excerpt is from Chapter 4.2 "Diversity in the Coral World." Please read the passage and answer the questions that follow.

4.2.1.2. The orders of magnitude of diversity in the coral world versus other biomes

Coral environments are considered to be one of the most diverse ecosystems in the world, the marine equivalent of tropical forests on land. It is, however, difficult to quantify the difference between coral environments and other environments, because on the one hand, outside of the vertebrates and a few other groups, the biodiversity data is poorly known [APP 12, PLA 11], and on the other hand, there are distinct ideas of biodiversity:

– the overall diversity, i.e. all species living in a given ecosystem;
– the diversity density i.e. the number of species per unit area (or unit volume).

These two concepts are used to assess diversity. Conceptually, it is possible to have a high overall diversity but a relatively low density diversity, which would imply that, from one place to another, the species differ (high beta diversity 3 [KOL03]). In the attempt to locate the diversity of coral reefs compared with other ecosystems, we are going to analyze two examples: fish and mollusks. There are approximately 32,800 species of fish currently described in the world [FIS 10], 17,200 of which are marine species. There are 7,300 species of reef fish [KUL13]; given that reefs represent an area of 0.02% of the marine environment, these figures show that the number of species per unit area is high. At present, we do not know of any other marine environment with such densities of fish. Some geographical comparisons, however, provide an overview of this diversity. Around New Caledonia, there are approximately 1,800 species of reef fish [FRI 11] with a coastline of approximately 1,500 km. In the Europe-Mediterranean zone, from the north of Norway to the mouth of the Nile, there are approximately 1,100 species within the same depth range for a linear coastline of over 30,000 km. However, a comparison with continental waters offers a very different perspective. In the Indo-Pacific, there are approximately 4,800 species of reef fish. The Amazon basin has less species (approximately 3,500 [JUN 07]) but in a biogeogrqaphical area that is approximately twenty times smaller.

1. Given that the passage above is typical for an introductory general education science textbook, which statement best applies to you?

○ a) I am **not confident** in my understanding of this reading and would want significant help from my instructor or a tutor to interpret and explain its meaning in a written assignment or on an exam.

○ b) I am **somewhat confident** in my understanding of this reading but would want a little help from my instructor or a tutor to interpret and explain its meaning in a written assignment or on an exam.

○ c) I am **confident** in my understanding of this reading and am confident I could interpret and explain its meaning through a written assignment or on an exam.

2. Typically, college courses require 25-30 pages or more of weekly reading throughout the semester; instructors expect students to be able to demonstrate their reading skills through written assignments and exams. Given this fact, which statement best applies to you?

○ a) I am **not confident** that I will be able to complete all of the required reading and fully understand the importance of the content without significant help from my instructor or a tutor to interpret and explain its meaning.

○ b) I am **somewhat confident** that I will be able to complete all of the required reading and fully understand the importance of the content but would want a little help from my instructor or a tutor to interpret and explain its meaning.

○ c) I am **confident** that I will be able to complete all of the required reading and fully understand the importance of the content on my own.

Scoring:

- a = 1 point, b = 2 points, c = 3 points
- (5-6 points) Based on your responses, you are eligible to take READ 100: Analysis and Critical Reading (eligibility for READ 100 meets the graduation reading competency for an AA/AS degree; taking READ 100 is optional; READ 100 is not required for an AA-T/AS-T degree)
- (2-4 points) Based on your responses, you are eligible to take READ 90: Reading College Texts (Completion of READ 90 with a grade of "C" or higher meets the graduation reading competency for an AA/AS degree; READ 90 is not required for an AA-T/AS-T degree)

How prepared are you for the demands of college reading?

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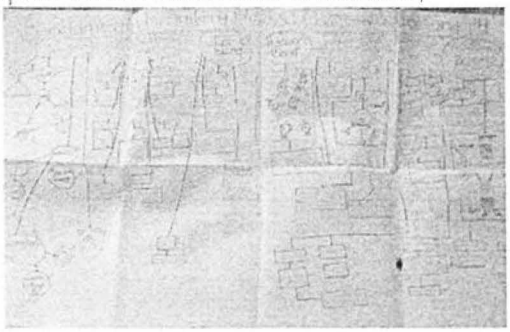
Since the passage above is typical for an introductory general education science textbook, you may not be surprised to learn that at least two hours of preparation time are required for each one hour spent in class. Many students wish they were more prepared to read and process academic texts. Comprehending complex information and unfamiliar, technical vocabulary require highly developed strategic reading habits, practices, and processes.

College reading courses such as READ 90 and READ 100 give students opportunities to explore and develop academic reading strategies to address different types of reading and different approaches to reading informational texts.



READ 90 PLAN Strategy chapter map