

COMPETENCY: READING

Criteria apply to all general education courses that develop reading competency (criteria is not course specific)

Guiding Principle:

The ability to read critically is developed as students process visual information and apply the information to real problems across the curriculum.

Definition:

The ability to read critically and thoughtfully.

Criteria

1. Information Acquisition

- Recognize the different purposes and types of writing (e.g., descriptive, persuasive, narrative, imaginative, technical)

2. Application

- Read newspapers and journals to track current events and issues.
- Extract main points from texts and presentations.
- Research topics using the web and other technologies.
Demonstrate comprehension of material by applying it to a written report, oral presentation, or group discussion.

3. Analysis

- Summarize or interpret an author's point of view in written or oral format

4. Synthesis

- Interpret material by connecting own experiences to what is read in written or oral format.

5. Communication

- Use logic, reasoning, content analysis, and interpretative skills when reading printed or published materials.
- Convey the essence of read material to others by paraphrasing or citing in written or oral format.

6. Evaluation

- Select texts that are credible and appropriate sources for written or oral case building.
- Identify common fallacies (e.g., fact, logic, and relationships) in presentations and written texts.
- Compare the value or relevance of information obtained from different sources.

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The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.