

University of Hawaii Maui College ENG 21 - Introduction to College Reading

1. **Course Alpha.** Please click on the ? to the right for help.

ENG

2. **Course Number.** Please click on the ? to the right for help.

21

3. **Course Title/Catalog Title.** Please click on the ? to the right for help.

Introduction to College Reading

4. **Number of Credits.** Please click on the ? to the right for help.

3

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture (3)

6. **Course Description.** Please click on the ? to the right for help.

Develops college-level reading skills, improving reading speed, comprehension, and retention of information in written texts. Students build college-level vocabulary and learn to distinguish between main ideas and supporting details and examples. Students practice drawing inferences through critical analysis of written materials and demonstrate understanding of reading material through writing accurate summaries and paraphrases.

7. **Pre-Requisites.** Please click on the ? to the right for help.

ENG 19 with grade C or better, or placement at ENG 21, or consent.

8. **Co-requisites.**

None.

9. **Recommended Preparation.**

None.

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

Modify Existing Course

This modification updates the description to reflect recognized best practices and aligns with system-wide agreement on SLOs. The title was also modified to be a system-wide title.

12. **Effective Semester and Year.** For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Spring 2015

13. **Grading Method.** What grading methods may be used for this course? Please click on the ? to the right for help.

- Other, use next box (0)

Letter grade only (including N grade)/No Audit

14. **Is this course repeatable for credit?** How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.

NO

15. **Course Student Learning Outcomes (SLOs).** DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.

Course SLO/Competency	Identify the topic and purpose of a reading sample.	Distinguish between main ideas and supporting details.	Locate specific information.	Distinguish between stated and implied ideas; make inferences.	Draw conclusions and predict outcomes.	Recognize the structure and organization of paragraphs.	Use strategies to think critically about reading.	Use various reading aids such as the dictionary.	Use appropriate technology to enhance reading comprehension, reading speed, and vocabulary development.	Demonstrate techniques for improving vocabulary such as using contextual clues, word parts, and other reading devices.	Demonstrate understanding of reading material through accurate summary and paraphrase.
Effectively use entry-level college								<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

vocabulary.												
Comprehend various types of entry-level written and visual college materials.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrate application of varied reading strategies to entry-level college texts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

Course SLO
Effectively use entry-level college vocabulary.
Comprehend various types of entry-level written and visual college materials.
Demonstrate application of varied reading strategies to entry-level college texts.

16. **Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

Competency
Identify the topic and purpose of a reading sample.
Distinguish between main ideas and supporting details.
Locate specific information.
Distinguish between stated and implied ideas; make inferences.
Draw conclusions and predict outcomes.
Recognize the structure and organization of paragraphs.
Use strategies to think critically about reading.
Use various reading aids such as the dictionary.
Use appropriate technology to enhance reading comprehension, reading speed, and vocabulary development.
Demonstrate techniques for improving vocabulary such as using contextual clues, word parts, and other reading devices.
Demonstrate understanding of reading material through accurate summary and paraphrase.

17. **Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

- 2-16 weeks: Active reading process strategies including previewing, reading, reviewing, and reacting
- 2-16 weeks: Vocabulary building techniques such as identifying context clues, learning word parts, and using resources such as computer programs and the dictionary.
- 2-16 weeks: Identifying main ideas, supporting details, and basic patterns of organization in writing.
- 2-16 weeks: Thinking critically while reading including making inferences and drawing conclusions, understanding a writer's purpose and point of view, and summarizing and analyzing reading selections.
- 1-16 weeks: Keeping track of information while reading including note-taking, study skills, and retention building.
- 1-16 weeks: Reinforcement of instruction and practice through reading projects that synthesize reading techniques covered during the semester.

18. **Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

19. **College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.**

<input type="checkbox"/>	Creativity - Able to express originality through a variety of forms.
<input checked="" type="checkbox"/>	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems. <input checked="" type="checkbox"/> Preparatory Level
<input type="checkbox"/>	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.

	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.
	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.
	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

GenED SLO

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

20. **Linking.** CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.

21. **Method(s) of delivery appropriate for this course.** Please click on the ? to the right for help.

- Cable TV (0)
- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

22. **Text and Materials, Reference Materials, and Auxiliary Materials.** Please click on the ? to the right for help.

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Texts:

- McWhorter, Kathleen T. Essential Reading Skills . New York: Longman, 2011.
Troyka, L. Structured Reading . Englewoods Cliffs: Longman, 2012.

23. **Maximum enrollment.** Please click on the ? to the right for help.

20

24. **Particular room type requirement.** Is this course restricted to particular room type? Please click on the ? to the right for help.

NO

25. **Special scheduling considerations.** Are there special scheduling considerations for this course? Please click on the ? to the right for help.

NO

26. **Are special or additional resources needed for this course?** Please click on the ? to the right for help.

No.

27. **Does this course require special fees to be paid for by students?** Please click on the ? to the right for help.

NO

28. **Does this course change the number of required credit hours in a degree or certificate?** Please click on the ? to the right for help.

No.

29. **Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees.** Please click on the ? to the right for help.

Degree	Program	Category
Associate in Arts:		
AS:		
AAS:		
BAS:		
Developmental/ Remedial:	Developmental	

30. **Course designation(s) for other colleges in the UH system.**

Eng 21, UHCC.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

p. 115 of the 2013-2014 UHMC Catalog.

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication Write effectively to convey ideas that meet the needs of specific audiences and purposes.		
Outcome 1.1 - Use writing to discover and articulate ideas.		2
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.		2
Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.		2
Outcome 1.4 - Gather information and document sources appropriately.		2
Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.		2
Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.		2
Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.		2
Outcome 1.8 - Demonstrate proficiency in revision and editing.		2
Outcome 1.9 - Develop a personal voice in written communication.		2
Standard 2 - Quantitative Reasoning Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.		
Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.		0
Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.		0
Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.		0
Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.		0
Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.		0
Outcome 2.6 - Assess the validity of statistical conclusions.		0
Standard 3 - Information Retrieval and Technology. Access, evaluate, and utilize information effectively, ethically, and responsibly.		
Outcome 3.1 - Use print and electronic information technology ethically and responsibly.		0
Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.		0
Outcome 3.3 - Recognize, identify, and define an information need.		0
Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.		0
Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.		0
Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.		0
Standard 4 - Oral Communication Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.		
Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.		0
Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.		0
Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.		0
Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.		0

Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.		0
Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.		0
Standard 5 - Critical Thinking Apply critical thinking skills to effectively address the challenges and solve problems.		
Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.		3
Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.		3
Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.		2
Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.		2
Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.		3
Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.		1
Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.		2
Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.		1
Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.		1
Standard 6 - Creativity Able to express originality through a variety of forms.		
Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.		0
Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.		1
Outcome 6.3: Sustain engagement in activities without a preconceived purpose.		0
Outcome 6.4: Apply creative principles to discover and express new ideas.		1
Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction		1
Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.		1

33. Additional Information

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