University of Hawaii Maui College
Course Outline and CAR – 5-year Review/Amnesty Form

This form includes only those questions required for the 5-year review/amnesty process. Those questions not need have been omitted from the form; each question retains the same number as on the Course Outline and CAR for new and modified courses.

Numbers 1 to 10 and 29 cannot be modified using this form or via the 5-year review/amnesty process. The information in numbers 1 to 10 and 29 must match the published UHMC catalog.

Author(s): Morgan Andaluz, Laura Lees, Emma White

Department: English

Date submitted to Curriculum Committee: 5/10/11

Course:

1. Alpha: ENG   2. Number:21
3. Title: Developmental Reading
4. Credits: 3   5. Contact Hours/Type: 3 hrs/lecture

6. Course Description:
   Provides students with skills to develop college level reading rate, comprehension, and retention of their texts. Improves vocabulary and stresses discovery of main ideas and specific details. Provides practice in drawing inferences and encourages development of critical judgment. (Letter grade only.)

7. Pre-requisites: ENG 19 with at grade C or better, or placement at least ENG 21 or 55, or consent

     Pre-requisite may be waived by consent ☒ yes ☐ no

8. Co-requisites: Recommended Co-requisitie: ENG 22

9. Recommended Preparation: N/A

10. Cross-list: N/A

29. Function/Designation: Mark all that apply.

     ☐ AA*   First Category Category   Second Category, if appropriate Category
     ☐ Fulfills Hawaii Emphasis (HI) Graduation Requirement

     ☐ AS   Program   Category   List Additional Programs and Category:

     ☒ AAS   Program   EN - English   List Additional Programs and Category:

☐ BAS Program   Category   List Additional Programs and Category:

☒ Developmental/Remedial   ☐ Other/Additional: Explain:

12. 5-year Review Date 2017

Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.

15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs.
    Use roman numerals (I., II., III.) to designate SLOs..
    On successful completion of this course, students will be able to:

    I. Apply strategies to comprehend and analyze texts.
    II.
    III.
    IV.

16. Competencies/Concepts/Issues/Skills. *Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..*
    On successful completion of this course, students will be able to:

    a. apply strategies for increasing and using vocabulary
    b. apply critical reading skills to comprehend various types of written and visual material.
    c. apply study skills strategies to support comprehension.
    draw conclusions and predict outcomes;
    d. recognize the structure and organization of paragraphs;
    e. use strategies to think critically about reading;
    f. use various reading aids such as the dictionary;
    g. use appropriate technology to enhance reading comprehension, reading speed, and vocabulary development;

17. Suggested Course Content and Approximate Time Spent on Each Topic
    Linked to #15. Student Learning Outcomes and #16: Competencies/Concepts/Issues/Skills

    2-16 weeks: Active reading process strategies including previewing, reading, reviewing, and reacting (I, a, b, c, e, f, g, j)

    2-16 weeks: Vocabulary building techniques such as identifying context clues, learning word parts, and using resources such as computer programs and the dictionary. (I, h, i, j)

    2-16 weeks: Identifying main ideas, supporting details, and basic patterns of organization in writing (I, a, b, c, f)

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. (I, a, b, c, d, e, f, g, h)

1-16 weeks: Keeping track of information while reading including note-taking, study skills, and retention building. (I, a, b, c, d, f, g, h, i, j)

1-16 weeks: Reinforcement of instruction and practice through reading projects that synthesize reading techniques covered during the semester. (I, a, b, c, d, e, f, g, h, i, j)

18. Suggested Course Requirements and Evaluation
Linked to #15. Student Learning Outcomes and #16:
Competencies/Concepts/Issues/Skills
Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:
-
Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

   5-30% Attendance and Participation (I, a-g)

   10-50% Homework (I, a-g)

   0-20% Vocabulary (I, a-g)

   0-20% Computer lab work (I, a-g)

   0-40% Journals (I, a, d)

   10-30% Quizzes (I, a-f)

   0-40% Examinations (I, a-f)

   5-50% Reading Projects (I, a-f)

19. College-wide academic student learner outcomes (CASLOs) this course supports:
(mark all that apply)

☒ Written Communications
☐ Quantitative Reasoning
☒ Information Retrieval and Technology
☐ Oral Communication
☒ Critical Reasoning
☒ Creativity

If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box

following explain briefly how this course supports the particular CASLO or CASLOs:

20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:

PLO:
PLO:
PLO:
PLO:
PLO:
PLO:
PLO:

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*
☒ Traditional   ☒ HITS/Interactive TV   ☒ Cable TV   ☐ Online   ☒ Hybrid
☐ Other, explain:

23. Text and Materials, Reference Materials, and Auxiliary Materials
Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: The Effective Reader by D.J. Henry

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: n/a

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: n/a

31. Course is:
☐ Not articulated.

☐ Is presently articulated* as a general education course at:
☒UHCC ☐UH Manoa ☐UH Hilo ☐UHWO

Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.

☒ Is presently articulated by PCC or other UH system agreement at:
☒UHCC ☐UH Manoa ☐UH Hilo ☐UHWO Explain: UHCC English instructors.

☐ Is presently articulated to a specific department or institution:

Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for ENG 21

Key:

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class
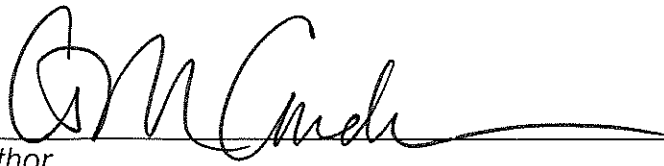
1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

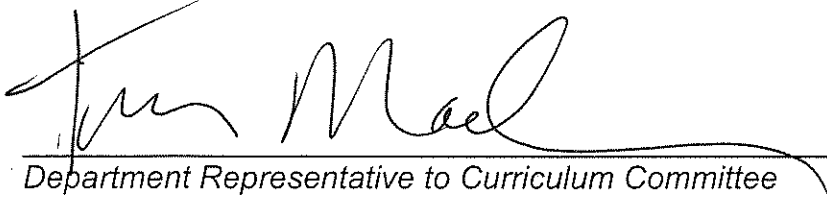| Standard 1: Written Communication	ENG 21
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	2
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	1
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	2
1.6 Develop a main idea clearly and concisely with appropriate content	2
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	1
1.8 Demonstrate proficiency in revision and editing	1
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 and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	2
3.3 Recognize, identify, and define an information need	1
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	2
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	1
4.1 Identify and analyze the audience and purpose of any intended communication.	2
4.2 Gather, evaluate, select, and organize information for the communication.	1
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	1
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	1
4.6 Use competent oral expression to initiate and sustain discussion.	2
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	1
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	1
5.7 Synthesize information from various sources, drawing appropriate conclusions.	2

5.8 Communicate clearly and concisely the methods and results of logical reasoning.	1
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	2
Standard 6: Creativity	
Able to express originality through a variety of forms.	
6.1 Generates responses to problems and challenges through intuition and non-linear thinking.	2
6.2 Explores diverse approaches to solving a problem or addressing a challenge.	2
6.3 Sustains engagement in activities without a preconceived purpose.	2
6.4 Demonstrates the ability to trust and follow one's instincts in the absence of external direction.	2
6.5 Applies creative principles to discover and express new ideas.	2
6.6 Builds upon or adapts the ideas of others to create novel expressions or new solutions.	2
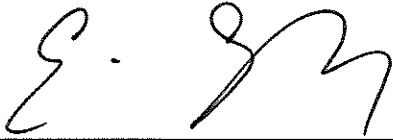
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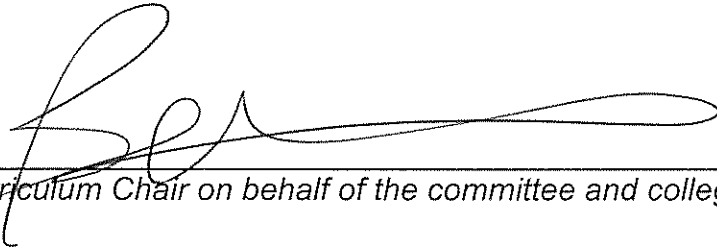
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Department Representative to Curriculum Committee   Date

_____   5/5/11
Department: Department Chair   Date

_____   6/30/11
Curriculum Chair on behalf of the committee and college   Date