

Reedley College

Proposed Course Modification

Course # / Title English 262, Reading Improvement

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 Fall 2010 Spring _____ Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
 _____ No similar course or program at FCC.
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:
 _____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
 _____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:
- | | | |
|-----------------------------|-----------|----------|
| CSU General Education Code | Yes _____ | No _____ |
| Transfer Baccalaureate List | Yes _____ | No _____ |

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:
- _____ Yes
 _____ No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.
- _____ Yes No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College
PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Reading and Languages Course No. English 262
 Course Title Reading Improvement Units 4.0
 Effective Date Fall 2010

A. PROPOSED CHANGES.

(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- | | |
|---|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input checked="" type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input checked="" type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages

- | | |
|---|---|
| <input type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input type="checkbox"/> V. Approved Readings | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
6	English 260 or placement by college assessment process		
7		English 260 or ESL 266R or placement by college assessment process	a. CB 21 coding rubrics place English 260 and ESL 266R at the same level. b. Content review by discipline faculty determines that ESL 266R outcomes prepare students for success in English 262. c. The proposed prerequisites mirror those approved for English 252 in fall 2009 and thus provide similar pathways from ESL to developmental reading and developmental composition,

(Additional sheets may be attached if necessary.)

C. **EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

Reedley College

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: English 262

Course Title: Reading Improvement

Effective Date: Fall 2010

1. Submitted By: R. Delgado, N. Maryanow, M. van Wyhe Date: April 15, 2010

2. Reviewed by Department: M. van Wyhe Date: April 15, 2010

Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: _____ Date: _____

Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair

Date

Vice President of Instruction

Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____



CREDIT COURSE OUTLINE

I. COVER PAGE

(1)
Course ID: ENGL 262

(2)
Course Title: Reading Improvement

(3)
Units: 4.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Semester course</td> <td></td> </tr> <tr> <td style="width: 20%;">Hours per week</td> <td style="width: 20%;">Lec hrs:</td> <td style="width: 60%; text-align: center; border: 1px solid black;">3</td> </tr> <tr> <td></td> <td>Lab hrs:</td> <td style="text-align: center; border: 1px solid black;">2</td> </tr> <tr> <td colspan="3">Lab will generate _____ hour(s) per week outside work.</td> </tr> <tr> <td colspan="2">Short-term course:</td> <td></td> </tr> <tr> <td>Hours per course</td> <td>Lec hrs:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td></td> <td>Lab hrs:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td colspan="3">Lab will generate _____ total hour(s) outside work.</td> </tr> </table>	Semester course			Hours per week	Lec hrs:	3		Lab hrs:	2	Lab will generate _____ hour(s) per week outside work.			Short-term course:			Hours per course	Lec hrs:			Lab hrs:		Lab will generate _____ total hour(s) outside work.			<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Degree applicable:</td> <td style="width: 40%; border: 1px solid black;"></td> </tr> <tr> <td>Non-degree applicable:</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> </table>	Degree applicable:		Non-degree applicable:	x	Pre-collegiate basic skills:	x
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<p>(6) Basic Skills Prerequisites:</p>	<p>(10) CSU: Baccalaureate:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border: 1px solid black;"></td> <td style="width: 40%; border: 1px solid black;"></td> </tr> </table>																														
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<p>(7) Subject Prerequisites (requires C grade or better):</p> <p>ENGL 260 or ESL 266R or placement by college assessment process</p>	<p style="text-align: center; background-color: #e0e0e0;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">CATID:</td> <td style="width: 50%;">DATATEL:</td> </tr> <tr> <td>Course LHE:</td> <td>Unit Code:</td> </tr> <tr> <td>VEA Code:</td> <td>SAM Priority:</td> </tr> <tr> <td>TOPS Code:</td> <td>Effective Date:</td> </tr> <tr> <td>Curr Appr Date:</td> <td>Replaces: prerequisites/advisories</td> </tr> <tr> <td></td> <td>Replaced by: Date:</td> </tr> </table>	CATID:	DATATEL:	Course LHE:	Unit Code:	VEA Code:	SAM Priority:	TOPS Code:	Effective Date:	Curr Appr Date:	Replaces: prerequisites/advisories		Replaced by: Date:																		
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<p>Subject Corequisites:</p>																															
<p>Subject Advisories:</p>																															
<p>(12) Catalog Description:</p> <p>A variety of group and individual skill development activities in phonetic and structural analysis, basic contextual vocabulary, and literal and basic comprehension skills to foster independent reading proficiency. Successful completion of this course will prepare students for English 126. Recommended to be taken concurrently with English 252 or English 125.</p>																															

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. apply a variety of vocabulary techniques for increased comprehension during reading.
- B. utilize expanded vocabulary in original writing tasks.
- C. apply prereading strategies and active reading strategies to increase success with and comprehension of unfamiliar texts.
- D. identify the main idea or central point of texts of varying lengths from textbooks and periodicals and infer logical conclusions from what is read.
- E. conduct basic research using traditional and electronic resources.
- F. summarize a variety of reading tasks without plagiarizing texts.
- G. utilize effective study techniques to improve comprehension and metacognition while reading for information.
- H. demonstrate more confidence as a reader through successful application of learned reading strategies.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

Cognitive objectives:

- A. use a variety of vocabulary techniques in the process of reading, including structural analysis, dictionary skills, and context clues.
- B. demonstrate an increased active vocabulary by using new words in new, original context sentences.
- C. apply active prereading techniques to aid concentration and comprehension.
- D. use active reading strategies to aid concentration, comprehension, and retention.
- E. actively apply self-check comprehension of text.
- F. identify or state the topic and main idea or central point of texts of various lengths from textbooks and periodicals.
- G. discern the basic cognitive structure, or pattern, of a text as a whole.
- H. learn relative importance of ideas from whole to part and part to whole.
- I. use transition words to distinguish importance of and relationships among ideas.
- J. write summaries of fiction and nonfiction text without plagiarizing or stringing together author's phrases.
- K. analyze readings to form inferences which are logically supported by what is read.
- L. learn to apply effective study techniques to reading tasks.
- M. respond to text orally and in writing.
- N. learn to use basic research skills.

Affective objectives:

- A. develop a coping attitude toward reading in general, but especially to challenging text.
- B. develop a positive attitude toward lifelong reading.

IV. COURSE CONTENT OUTLINE:

All units are taught as an integrated part of the whole process of reading acquisition, and units are combined throughout the semester to facilitated distributed practice.

A. Context Vocabulary Skills

1. Word Attack Skills; i.e., word parts and derivational suffixes
2. Context Clues; e.g., examples, synonyms, antonyms, world knowledge

B. Dictionary Skills

1. Guide words and usage labels to find the relevant meanings of words found in text
2. Parts of speech (noun, verb, adjective, adverb) to select relevant meanings
3. Pronunciation guide

C. Prereading Strategies

1. Surveying for length
2. Skimming to predict difficulty
3. Using questions to predict the topic
4. Connecting topic to prior knowledge about it
5. Setting a purpose for reading; i.e., pleasure, understanding but not remembering, understanding and remembering
6. Predicting general content
7. Predicting author's purpose
8. Setting reading goals

D. Active Reading Strategies

1. Reading for specific information
2. Monitoring and adjusting reading speed according to purpose for reading and difficulty of text
3. Setting reading goals
4. Sustaining concentration
5. Self-monitoring comprehension
6. Checking predictions and revising as needed
7. Recognizing transition words and the relationships they signal
8. Using transition words to predict information and relationships among ideas and information
9. Using cognitive patterns to aid comprehension
10. Responding to text orally and in writing

E. Interpretive Reading Skills

1. Identifying implied main ideas
2. Identifying author's opinion or tone
3. Drawing logical conclusions from what is read

F. Effective Study Techniques

1. Filling in cognitive maps or outlines of text
2. Underlining or highlighting text
3. Restating topic and central point or main idea of text
4. Summarizing text in own words in a proportionate way
5. Responding to oral and written directions

G. Basic Research Skills

1. Being familiar with library/learning resource center contents and services
2. Predicting most fruitful sources for a research topic
3. Forming hypothesis or study questions to guide research
4. Using CD-ROM periodicals index or Internet search engine among other resources to research a current events topic
5. Summarizing text in own words in a proportionate way
6. Drawing logical conclusions from what is read
7. Responding in writing to text

H. Reading Attitudes

1. Developing a positive or coping attitude toward reading in general, but especially to difficult text.
2. Learning to select text for enjoyment

3. Developing the habit of reading for pleasure
4. Developing the habit of thinking about and responding to text.

NOTE: It is critical that students be given many varied opportunities to practice and develop the skills taught in this course. Individual, paired, and small group activities are all appropriate.

Students should be given assignments in which they summarize, respond to, and apply what they have read in writing, to total approximately 2,500 words over the semester. Students should be given the opportunity to choose what they read some of the time. Appropriate written assignments include a 400- to 500-word analyses of a fictional short story or novel (about 200 pps.), a 1,000-word vocabulary notebook consisting of 100 new words with original context sentences, a short 400- to 500-word research assignment, and many other shorter written assignments.

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- A. Sample Text Title:
1. Ten Steps to Building College Reading Skills, by John Langan. Fourth Edition. Townsend Press, Inc., 2005.
- B. Other Readings:

<input type="checkbox"/>	Global or international materials or concepts are appropriately included in this course
<input type="checkbox"/>	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

A. Writing			
<i>Check either 1 or 2 below</i>			
x	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
x	a. essay exam(s)	x	d. written homework
	b. term or other papers(s)	x	e. reading reports
	c. laboratory reports		f. other (specify)

Required assignments may include but are not limited to the following:

1. Students must complete written homework assignments, summaries, book report documents and essay responses on tests.

B. Problem Solving			
1. Computational or non-computational problem-solving demonstrations, including:			
	a. exam(s)		d. laboratory reports
	b. quizzes		e. field work
	c. homework problems		f. other (specify)

Required assignments may include, but are not limited to the following:

C. Skill demonstrations, including:			
x	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify)

Required assignments may include, but are not limited to the following:

1. Students must take part in class discussions and class presentations.

D. Objective examinations, including:			
x	a. multiple choice	x	d. completion
	b. true/false		e. other (specify)
	c. matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

- 20% Homework/Quizzes
- 30% Reading Reports/Journals
- 20% In-Class Group Activities
- 30% Exams

TARGET COURSE

ENGL 262

Reading Improvement

Number

Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

COLUMN 1: Concepts, Skills, Kinds of Knowledge	COLUMN 2: Specifically how this is necessary in the target course
<p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course:</p> <p><u>English 260 or ESL 266R</u> Concepts, skills, etc. (List these.)</p> <ol style="list-style-type: none"> 1. Knowledge of a variety of vocabulary techniques. 2. Knowledge of basic cognitive structures used in text. 3. Knowledge of relative importance of main ideas and support in text. 	<ol style="list-style-type: none"> 1. Vocabulary strategies will be necessary for comprehension of higher level reading tasks. 2. Cognitive structures will be used to aid in the extraction of meaning from text. 3. Students will also need the ability to discern relative importance of general ideas and support in reading more challenging text.

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by _____
Signature(s) Date

Vice President of Instruction's Signature _____
Date

Please forward this completed form to the Curriculum Committee.

Reedley College

REQUEST FOR COURSE REPEATABILITY (For reasons other than alleviating substandard work)

Course ID: ENGL 262	Course Title: Reading Improvement	Date: 4/5/05
Number of times course may be repeated, excluding initial enrollment (1, 2, or 3):		1
or		
Maximum units to which course may be repeated, including initial enrollment:		
The following information is required under Title V, Part VI, Section 58161		
1. Explain how the course content differs each time it is offered:		
Reading assignments allow students to work at their level of proficiency and advance at their own rate.		
2. Using reasons "A" or "B" listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B):		
x	A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods.	Explanation:
Repetition of course allows additional practice and the development of higher level comprehension skills.		
	B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained.	Explanation: