



LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: _____
Submission Date: 95-23
Action-Date: App 10/10/95
Senate App. 11/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Sally Lipsky Phone 357-4084
Department Learning Center/Act 101

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Rdg/Study Appl
Suggested 20 character title
 New Course * LC 075: Reading and Study Skills Applications
Course Number and Full Title
 Course Revision _____
Course Number and Full Title
 Liberal Studies Approval + _____
for new or existing course Course Number and Full Title
 Course Deletion _____
Course Number and Full Title
 Number and/or Title Change _____
Old Number and/or Full Old Title
_____ New Number and/or Full New Title
 Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track
 New Program * _____
Program Name
 Program Revision * _____
Program Name
 Program Deletion * _____
Program Name
 Title Change _____
Old Program Name
_____ New Program Name

III. Approvals (signatures and date)

Sally Lipsky 5/8/95
Department Curriculum Committee
No committee exists
College Curriculum Committee
[Signature] 5/8/95
Department Chair
[Signature] 5/9/95
College/Dean
[Signature] 5/11/95
*Provost (where applicable)
+Director of Liberal Studies (where applicable)

85 *with the understanding that no additional faculty complement is necessary

LC 075: Reading and Study Skills Applications

I. Catalog Description

LC 075: Reading and Study Skills Applications

1 c0l 1 sh

* institutional credit

Prerequisites: LC permission

Assists students in the application of college-level reading and study skills to content-area coursework. Intended for freshman students in poor academic standing who need additional and individualized guidance in the transfer of learning strategies into day-to-day reading and coursework. Students will participate in small-group instruction, as well as individual appointments with the instructor.

II. Course Objectives

1. Students will apply literal and critical comprehension skills.
2. Students will apply approaches to developing their vocabulary.
2. Students will apply learning strategies.

III. Course Outline

- A. Use a textbook reading procedure that includes the application of a variety of study aids. (3 hours)
 1. Pre-reading strategies
 2. Discovering important ideas -- developing questions and answers
 3. Organizing text information -- mapping and diagraming
 4. Reading for details -- highlighting and marking
- B. Summarize and react to a variety of reading materials. (1 hour)
 1. Study reading summaries
 2. Casual reading summaries
- C. Integrate reading with expressive language development (writing and speaking). (1 hour)
 1. Written and oral report on review
 2. Written and oral report on study system
- D. Demonstrate how to approach unfamiliar reading and listening vocabulary. (2 hours)
- E. Use specialized vocabulary for content-area courses. (1 hour)

F. Identify obstacles to academic success (both behavioral and attitudinal), and set goals and implement strategies leading to more success. (2 hours)

G. Transfer study techniques into daily content coursework. (4 hours)

1. Time Management
2. Lecture Notetaking
3. Text Reading
4. Test Taking

IV. Evaluations Methods

Assignments and Approximate Points

Vocabulary:

Unfamiliar words you encounter in your daily reading and listening.

30 cards -- 60 pts. (10 cards every 4 weeks)

3 quizzes -- 30 pts. (T/F, context clues, original sentences)

Writing:

1 paper -- 20 pts. -- Review of magazine or newspaper.

1 report -- 20 pts. -- Summary of study system for a content-area course.

Comprehension:

8 application assignments -- 80 pts. -- Assignments based on individual needs. Examples: attending a workshop or discussion session, doing a time management schedule, trying a notetaking technique, summarizing an audiotape.

Final Exam:

40 pts. -- Paper describing and analyzing your academic performance over the term, focusing on attitude and reading/study behaviors. Include a portfolio of samples of your work.

Points:

225 - 250	=	A (Superior work, demonstrates much effort and/or knowledge)
200 - 224	=	B (Above average work)
175 - 199	=	C (Average work, meets minimal expectations)
150 - 174	=	D (Below average work, below minimal expectations)
0 - 149	=	F (Failing, little or no demonstration of effort or knowledge)

V. Supplemental Books

McWhorter, Kathleen, College Reading and Study Skills, Harper Collins, 1995.

Pauk, Walter, How to Study in College, 5th ed., Houghton-Mifflin, 1993.

Smith, Brenda, Bridging the Gap: College Reading,; Harper Collins, 1993.

Wiener, Harvey & Bazerman, Charles, All of Us. A Multi-Cultural Reading Skills Handbook, Houghton Mifflin, 1995.

VI. Special Resource Requirements

Supplies: 3" x 5" note cards for vocabulary

Students will be asked to bring in readings, notes, writings and assignments from current courses.

VII. Bibliography

Heerman, C. and Maleki, R. (1994) *Helping Probationary University Students Succeed*. Journal of Reading, 37 (8), 654-661.

Reynolds, J. and Werner, S. (1993) *An Alternative Paradigm for College Reading and Study Skills Courses*. Journal of Reading, 37 (4), 272-8.

Stahl, N., Simpson, M. and Hayes, C. (1992) *Ten Recommendations from Research for Teaching High-Risk College Students*. Journal of Developmental Education, 16 (1), 2-10.

VanBlerkon, Dianna (1995) *The Role of Motivation in College Success Classes*. The Keystone (Spring) 1-8.

* Institutional credit does **not** contribute to graduate requirements, **nor** does it affect QPA. It **does**, however, count in the number of credits for which students are enrolled each term and in calculating the "**% of progress**" which is used by the Financial Aid Office to determine continued eligibility for financial aid.

Your final grade will be printed on your grade report and on your transcript.

COURSE ANALYSIS QUESTIONNAIRE
LC 075: Reading and Study Skills Applications

Section A: Details of the Course

- A1 This course is intended for Learning Center (LC) freshmen who are on academic probation at the end of fall term, that is, students who have a CQPA under 2.00 after completion of summer session II and fall term. The purpose of this course is to provide additional individual and small-group instruction on how to effectively apply reading and study skills strategies into content-area subjects. This course is intended as a follow-up to two other courses offered by the department: LC 070: Reading Skills for College Study (3 institutional credits) taken during summer session by entering LC students with below-average reading placement test scores, and ED 160: Learning Strategies (1 graduating credit) taken by all LC freshmen fall term. No, this course is not to be included in the Liberal Studies course list.
- A2 No, this course does not require changes in content of existing courses.
- A3 This course has been offered three times on a trial basis. In fall, 1992, five sections of the course, titled Reading Applications, were offered as a follow-up for those students who did poorly in LC 070: Reading Skills for College Study, summer session II. The focus was on reading applications and students were required to take it; class size was under 20. In spring, 1994, three sections of the course were offered to LC freshmen students on academic probation at the conclusion of fall term. In order to target the more willing and motivated freshmen, students were strongly urged, though not required, to enroll. The focus was on identifying and solving problems of these academically-troubled students, with a strong emphasis on successful use of reading and study skills strategies in content courses. Student evaluations were positive. Eight sections of the course were offered spring term, 1995, to LC freshmen on academic probation. Classes were purposefully limited to under 10 students so both individual and small-group instruction and monitoring could be provided. The focus remained on how to use reading and learning strategies in content-area coursework, thus the name change to Reading and Study Skills Applications. The course was located in the newly-developed Reading and Study Skills Center in Pratt Hall. This Center provides access to materials directly linked to this course, such as suggestions for approaching specific subjects; examples of study guides and notes for other courses; audio-tapes on goal-setting, achievement, and test anxiety desensitization; computer software on vocabulary development and speed reading; study skills brochures; and newspapers, magazines, and novels. The intent of the Reading and Study Skills Center is to help students become more productive and satisfied with day-to-day reading and studying and, thus, is an appropriate place to house the Reading and Study Skills Applications course.

- A4 No, this course is not to be a dual-level course.
- A5 No, this course will not be taken for variable credit. Since this course is remedial in nature, it will be one (1) institutional credit.
- A6 Half (27 out of 54 -- 50%) of the 4-year colleges or universities in Pennsylvania do offer formal reading courses to students. Likewise, 46% (25 out of 54) of the 4-year institutions offer a study skills course. (Based on responses from the State-Wide Survey of Developmental Education in Pennsylvania, 1994.) However, we could find only one institution offering a follow-up course: Pennsylvania State University offers two 3-credit courses entitled College Reading Improvement I and College Reading Improvement II. These courses are counted as either graduating or institutional credit depending on the student's major. The courses are limited to students with below-average reading placement test scores; lower-skilled readers take both levels. Both courses focus on improvement of vocabulary and comprehension skills with application into content reading, with the second course also focusing on higher level comprehension and study skills. Similarly, the course we are proposing covers application of reading skills and study skills, but during students' third term in college and in a very individualized manner, thus allowing for fuller understanding and, ultimately, mastery of reading and study strategies. Our course is based on those factors essential to developmental students' success, as described in current educational literature: need of students for additional time for mastery learning; greater individualization of instruction and lab experiences, with an emphasis on learning behaviors; immediacy of transfer of skills; immediate and frequent feedback by instructor; broadening conceptual background knowledge of students; reconceptualizing vocabulary development; and training students on how to systematically employ and regulate strategies (Kulik, 1991; Stahl, 1992; and Wilkie, 1994). Therefore, we consider this course to be an innovative and valuable approach for instruction of freshman probationary students with a developmental or "high-risk" profile.
- A7 No, the content is not recommended or required by an external agency.

Section B: Interdisciplinary Implications

- B1 The course will be taught by one instructor.
- B2 There is no relationship between this course and the content of courses offered by other departments.
- B3 No seats will be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 One faculty member, the LC Reading and Study Skills Coordinator, will be needed to teach this course. The Learning Center department has had the support of administration to restructure faculty teaching assignments in order to better meet the needs of our students. This restructuring will not affect the teaching loads of faculty, and the other reading and study skills courses (LC 070: Reading Skills for College Study and ED 160: Learning Strategies) will continue to be offered fall and spring terms to non-Learning Center students.
- C2 The course will be housed in the Reading and Study Skills Center in 208 Pratt Hall, which is adequate if the course is limited to 8 students. In December, 1994, the Learning Center/Act 101 program was awarded a \$1500 Act 101 incentive grant to purchase materials (audio and video tapes, newspapers, books) and equipment (tables, bulletin boards, white board) for the Reading and Study Skills Center. The current resources are adequate for this course.
- C3 As stated above, grant money was used to buy materials and equipment that will be used repeatedly for the course and, therefore, provisions are not needed for additional monetary support.
- C4 This course will be offered every spring term in order to target freshman probationary students.
- C5 Eight to ten sections will be offered spring term.
- C6 Each section will accommodate eight students. This size is limited both by size of the classroom and by professional recommendations to limit remedial classes to small groups (see below).
- C7 More individualized instruction for freshman developmental students is strongly recommended in the current analysis of research on freshman developmental students (Kulik, 1991). Dr. Bennie Lowery, Department of Graduate Programs in Developmental Education at Grambling State University notes that "smaller is better vis-a-vis developmental education courses." Therefore, limiting class size to eight students is educationally sound for this course.

REFERENCES:

- Kulik, J. and Kulik, K.C. (1991). Developmental Instruction: An analysis of the research. National Center for Developmental Education.
- Stahl, N., Simpson, M. & Hayes, C. (1992). Ten recommendations from research for teaching high-risk college students. Journal of Developmental Education, 16(1), 2-10.
- Wilkie, C. (1994). Statewide survey of developmental education in Pennsylvania. PADE Monograph Series: Trends in Developmental Education: Research and Practice, (1).

1994 - YAM

RECEIVED
 DEPARTMENT OF
 EDUCATION
 1994