

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:  
 04-41 Apr 2/8/05 Apr 3/1/05

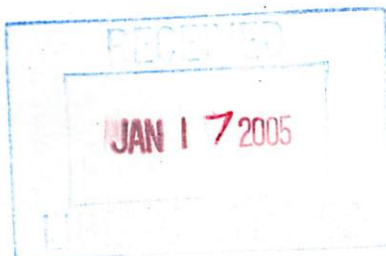
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Arden Hamer	Email Address ahamer@iup.edu
Proposing Department/Unit Learning Enhancement Center	Phone 724-357-2729

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
Introduction to LRNC 110 Critical Reading and Thinking	
<u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other <input type="checkbox"/> Catalog Description Change	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	Sally Lipsky Date: 01/10/05
Department Chair(s)	C. Carranza Date: 01/11/05
College Curriculum Committee Chair	[Signature] Date: 01/11/05
College Dean	[Signature] Date: 1/16/05
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	Coil Sedquist Date: 2-8-05

\* where applicable



## 1. Syllabus of Record:

### I. Catalogue Description

<b>LRNC 110 Introduction to Critical Reading and Thinking</b>	2 class hours 0 lab hours 2 credits <b>(2c-01-2cr)</b>
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Focuses on the development and mastery of skills related to the processes of understanding, analyzing, and assessing college-level texts and other academic readings. Students will synthesize written information from a variety of sources and content areas. Note: For sections paired with specific content-area course sections, students are required to register for *both* courses.

### II. Course Objectives

Students will be able to:

1. Apply Bloom's Taxonomy to analyze their depth of understanding.
2. Identify various rhetorical structures commonly used in academic disciplines.
3. Integrate discipline-specific terminology into written and spoken language.
4. Identify distinctive characteristics of texts in different disciplines and adapt learning strategies accordingly.
5. Identify and classify relationships among multiple related ideas.
6. Analyze commonalities, contradictions, and differences in information.
7. Analyze and critique text via responsive essays.
8. Synthesize evidence from a variety of sources to create a viewpoint or argument.
9. Choose, apply, and assess which metacognitive strategies are most appropriate for each discipline and individual cognitive learning style.

### III. Detailed Course Outline

1. Examine the academic reading process. – 4 hours
  - a. Analyze the structures and presentation of information within a variety of academic texts.
  - b. Identify own cognitive learning style and relate to the process of reading.
  - c. Choose, implement, and assess appropriate reading and learning strategies that correspond to texts.
  - d. Application to students' courses.
2. Identify and examine the variety of learning tasks associated with reading, understanding, and responding to college level text material. Apply to Bloom's Taxonomy. – 3 hours
3. Analyze content-specific terminology in a variety of disciplines. – 3 hours

- a. Content-specific word parts.
  - b. Strategies for deciphering unknown words.
  - c. Application to students' courses.
4. Exam. – 1 hour
  5. Reading to analyze information from multiple sources. – 9 hours
    - a. Read authentic textbook material and additional readings from a variety of disciplines.
    - b. Identify and classify relationships among multiple ideas.
    - c. Analyze information for commonalities and differences.
    - d. Recognize and assess written evidence, arguments, opinions, and persuasion.
  6. Exam. – 1 hour
  7. Synthesize and assess information from a variety of texts. – 7 hours
    - a. Interpret information in order to develop a comprehensive overview.
    - b. Develop and critique persuasive essays.
  8. Final exam.

#### **IV. Evaluation Methods**

1. Class participation – 10% of grade
2. Writing assessments – 20%  
 Students' mastery will be continuously assessed throughout the semester through a variety of in-class writings in which they will respond to information read for class or explain how they are applying information presented in class to their other courses. Because these essays are part of the learning experience, they will not be given evaluative point values. Rather, students will receive full credit for thoughtfully completing the assignments.
3. Quiz – 10%
4. Exam 1 – 20%
5. Exam 2 – 20%
6. Final exam – 20%

#### **Note:**

- ◆ **Group Discussions:** Many in-class activities involve working with classmates in small groups. Therefore, each student is expected to complete out-of-class assignments in order to be a productive member of their group.
- ◆ **Active Reading:** In order to become an active, thoughtful, effective reader, you will complete a variety of interactive assignments both in and out-of class. Since all of the course work is valuable and beneficial, students are expected to complete every assignment with diligence and effort, whether it is graded or not.

#### **V. Example Grading Scale**

Total points 250

Class participation – 25 points

In-class assessments – 50 points  
Quiz – 25 points  
Each exam – 50 points (total 150)

225 – 250	A	90% - 100%	(excellent work and effort)
200 – 224	B	80% - 89%	(above average work and effort)
175 – 199	C	70% - 79%	(average work and effort)
150 – 174	D	60% - 69%	(below average work and effort)
149 and below	F	59% & below	(poor work and effort)

## VI. Undergraduate Course Attendance Policy

Because of the interactive nature of the course, students are expected to attend all class sessions. Students may miss two unexcused class hours without penalty. Excused absences include personal illness or emergency.

## VII. Required Textbooks

Building College Reading Strategies, 4<sup>th</sup> edition. Jane McGrath, Prentice Hall, 2004.

Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum, 2/E, Gerald M. Nosich, Prentice Hall, 2005.

## VIII. Special Resource Requirements

Students are expected to have dictionary and are expected to purchase the required textbooks for their other courses.

## IX. Bibliography

Barnet, S. & Bedau, H. (2005). *Critical thinking, reading, and writing (A brief guide to argument)* 5/e, Bedford/St. Martin's.

Flippo, R. F. & Caverly, D. C. (2000). *Handbook of college reading and study strategy research*, Mahwah, NJ: Erlbaum.

Hubbard, B., & Simpson, M. (2003). Developing self-regulated learners: Putting theory into practice. *Reading Research and Instruction*, 42 (4), 62-89.

Paul, R. & Elder, L. (2003). Critical thinking: Teaching students how to study and learn (Part III). *Journal of Developmental Education*, 26 (3), 36-37.

Ruggiero, V. R. (2002). *Becoming a critical thinker*, 4/e. Boston: Houghton Mifflin.

Simpson, M. L. & Nist, S. L. (2002). Active reading at the college level. In C. Block & M. Pressley (Eds.), *Comprehension instruction: Research-based best practices* (365-379). New York: Guilford Press.

Simpson, M.L., Stahl, N.A., & Francis, M.A. (2004). Reading and learning strategies: recommendations for the 21<sup>st</sup> century. *Journal of Developmental Education*, 28 (2), 2 – 14.

Wade, S. & Moje, E. (2000). The role of text in classroom learning. In M. Kamil, P. Mosenthal, P. D. Person, & R. Barr (Eds.), *Handbook of reading research, vol. III* (pp. 609-627). Mahwah, NJ: Erlbaum.

## **2. Course Analysis Questionnaire**

### **Section A: Details of the Course**

A1 Introduction to Critical Reading and Thinking is designed to develop and enhance the college student's critical reading ability with respect to a variety of academic disciplines and reading materials. This course addresses the need for students to be able to synthesize and critique several sources of information, mirroring the requirements of many college-level courses. Note that another LEC course, LRNC 070: Reading Skills for College Study (3 institutional credits), is designed for lower level college readers. Introduction to Critical Reading and Thinking is intended for those students reading at approximately the first-year college grade equivalency.

A2 This course does not require any changes in existing courses or requirements of the LEC program.

A3 This course has been offered as a special topics course for three semesters, Fall term 2003 (100 students), Spring term 2004 (12 students), and Fall term 2004 (160 students). For both of the Fall term sections, this course was linked with targeted sections of HIST 195: History of the Modern Era and PSYC 101: General Psychology. In the linked arrangement, selected assignments and in-class activities for the reading course were associated with readings and requirements for the content-area course. The objectives of this linked course arrangement were to: 1) Increase the meaningfulness and effectiveness of the reading course, and 2) Increase students' performance in the content-area course. Both of these objectives were achieved. Students' satisfaction ratings regarding instruction and content of the reading course were very high. Also, students' performance (as measured by final grade) in the content-area courses were significantly higher than in previous terms when no linkage occurred.

A4 This is not a dual-level course.

A5 This course is not to be taken for variable credit.

A6 Four-year colleges or universities offering a similar credit-bearing course:

- Bethune-Cookman College; RE261, Honors Critical Reading
- Brandon University; 99:175 Interdisciplinary Studies: Fundamentals of Inquiry (team-taught: In the approval process with College of Arts approving 10/04).
- Frostburg State University; English 105, Critical Reading
- Indiana University East; EUDC X151, College Textbook Reading
- University of Pittsburgh; I&L 0210, College Reading and Study Skills

A7 The content of this course is not required by a professional society or accrediting authority.

### **Section B: Interdisciplinary Implications**

B1 This course will be taught by individual instructors within the LEC. However, for linked sections of this course, the LEC faculty member will be communicating and coordinating with the corresponding faculty member in the linked department.

B2 There are no conflicts with courses offered by other departments.

B3 This course will not be cross-listed.

### **Section C: Implications**

C1 Currently faculty resources are adequate to offer this course at the same level of faculty credits as in the past. LEC faculty with specializations in college reading will be able to teach sections offered of Introduction to Critical Reading and Thinking (2 credits) and LRNC 070: Reading Skills for College Study (3 credits). Shifting student profiles demands the flexibility provided with two levels. Plus, as a 2-credit arrangement, the course allows the department to serve more student need while addressing the increase in need at the upper ranges.

C2 The current resources are adequate to offer this course at the current level of enrollment for targeted freshman students in the Learning Enhancement Center first-year program. This course would be of benefit to many IUP first-year students and may be available during summer sessions or in the academic year if resources warrant.

C3 This course is not grant funded.

C4 This course will be offered in the fall and spring semesters.

C5 Approximately 4-6 sections of this course will be offered each semester.

C6 Class size will be limited to 25 students because of the nature of the student-centered instruction. In-class work will be activity and discussion; out-of-class work will be weekly reading application assignments and written critiques.

C7 No enrollment parameters set by a professional society.

C8 This course will not be offered as a distance education course.

**Marcia McCarty**

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**From:** "Gail Sechrist" <gailsech@iup.edu>  
**To:** "Marcia McCarty" <mmccarty@iup.edu>  
**Sent:** Monday, January 24, 2005 2:32 PM  
**Subject:** Fw: course proposal

----- Original Message -----

**From:** "Carmy Carranza" <CARMYCGC@iup.edu>  
**To:** "Gail Sechrist" <gailsech@iup.edu>  
**Sent:** Monday, January 24, 2005 11:05 AM  
**Subject:** Fw: course proposal

>  
 > ----- Original Message -----  
 > **From:** "Dan Boone" <danboone@iup.edu>  
 > **To:** "Carmy Carranza" <carmycgc@iup.edu>  
 > **Sent:** Monday, January 24, 2005 10:26 AM  
 > **Subject:** Re: course proposal

>> Carmy,  
 >> You've answered my few worries, and I am confident that the course  
 >> you're proposing does not overlap my course in any significant way.  
 >> Mentioning Barnet & Bedau in the bibliography is fine. Thanks for  
 >> getting  
 >> back to me, and good luck with the proposal.  
 >> Dan Boone

>> ----- Original Message -----  
 >> **From:** "Carmy Carranza" <carmycgc@iup.edu>  
 >> **To:** "Dan Boone" <danboone@iup.edu>  
 >> **Cc:** "sally lipsky" <sal@iup.edu>; "Arden B Hamer" <ahamer@iup.edu>  
 >> **Sent:** Sunday, January 23, 2005 1:32 PM  
 >> **Subject:** Re: course proposal

>>> Dan,  
 >>> Thanks for the feedback on our proposal. Following is my response to  
 > your  
 >>> comments:  
 >>>  
 >>> 1. There is nothing to be concerned about regarding any of the texts  
 >>> listed  
 >>> in the Bibliography. These are simply references required to support  
 > the  
 >>> proposal; they are not part of the course, are not used by the  
 >>> students,  
 >>> and  
 >>> certainly not included in the delivery of the course as texts. Given

>>> that,  
>>> we can remove the Barnet & Bedau reference if you prefer or insist.  
>>>  
>>> 2. We cannot substitute "Learning Strategies" for "Thinking"--we have a  
>>> 1-credit course titled "Learning Strategies." I would prefer to leave  
>>> "thinking" in the title as it is related to the process of critical  
>>> reading.  
>>> Our objective d. "recognize and assess written evidence, arguments,  
>>> opinions, and persuasion" is a minor part of the course and primarily  
> in  
>>> relation to the content-specific readings. So based on what you say, I  
>>> don't think we have any problem with overlap.  
>>>  
>>> If you agree, would you please write me another e-mail saying as much  
>>> so  
> I  
>>> can attach it to our proposal for the UWUCC. Also, let me know your  
>>> wishes  
>>> concerning the bibliographic entry you questioned.  
>>>  
>>> Thanks!  
>>> cc  
>>>  
>>> 2.  
>>> ----- Original Message -----  
>>> From: "Dan Boone" <[danboone@iup.edu](mailto:danboone@iup.edu)>  
>>> To: "Carmy Carranza" <[CARMYCGC@iup.edu](mailto:CARMYCGC@iup.edu)>  
>>> Sent: Thursday, January 20, 2005 1:07 PM  
>>> Subject: Re: course proposal  
>>>  
>>>  
>>>> Carmy,  
>>>> Looking at the proposed course objectives and course outline,  
>>>> there  
>>>> does  
>>>> not appear to be much overlap between this proposed course and mine.  
> The  
>>>> course appears to have an emphasis on reading skills and learning  
>>>> strategies  
>>>> my course lacks, though of course my students primarily learn critical  
>>>> thinking skills through reading a variety of materials. However,  
>>>> depending  
>>>> on what parts of a required critical thinking text are used and to  
>>>> what  
>>>> extent, there could be considerable overlap. I don't have a problem  
> with  
>>>> the Nosich text, and most of the Barnet & Bedau, Ruggiero, and Elder &  
>>>> Paul  
>>>> texts in the bibliography are fine for the objectives of your course.  
>>>> However, some of them, such as Barnet & Bedau, include some attention  
> to  
>>>> argumentation and reasoning, the core emphasis of my course. If those  
>>>> parts  
>>>> of a critical thinking text are used extensively, then we have a



> problem.

>>> Given this may vary from instructor to instructor, I'm not sure how to  
>>> address this. I think it would be unlikely, given your course  
>>> description,  
>>> that this concern would arise, but perhaps it could be avoided  
>>> entirely  
>>> if  
>>> you removed the word "Thinking" from the course title. How much of a  
>>> problem would that create for you? Perhaps you could add the phrase  
> "and  
>>> Learning Strategies" to the title. That way, while some attention to  
>>> argumentation theory and critical thinking methods may need to be  
>>> included,  
>>> it couldn't become a major emphasis for any instructor teaching your  
>>> course  
>>> and following the course description. Hope this helps.

>>> Dan

>>> ----- Original Message -----

>>> From: "Carmy Carranza" <CARMYCGC@iup.edu>

>>> To: "Dan Boone" <danboone@iup.edu>

>>> Cc: "Sally Lipsky" <SAL@iup.edu>; "Arden Hamer" <ahamer@iup.edu>

>>> Sent: Friday, January 14, 2005 12:01 PM

>>> Subject: course proposal

>>>>

>>>>

>>>> Dan,

>>>> I am attaching a new course proposal from our department, called  
>>>> Critical

>>>> Reading and Thinking Skills. To make sure there is no significant  
>>>> overlap

>>>> with a course of yours with "critical thinking" in the title (Phil  
>>>> 101),

>>>> I

>>>> am attaching our proposal for your review. Please give me your  
>>>> feedback

>>>> asap. Thanks.

>>>>>

>>>>> Dr. Carmy Carranza, Professor

>>>>> Director/Chairperson

>>>>> Learning Enhancement Center (LEC)

>>>>> 202 Pratt Hall

>>>>> IUP

>>>>> Indiana, PA 15705

>>>>> 724-357-2729

>>>>> [carmy.carranza@iup.edu](mailto:carmy.carranza@iup.edu)

>>>>>

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To: Gail Sechrist

2/16/05

From: Gail Berlin, English Dept. Chair; Sue Welsh, Director of Liberal Studies English

Re: A Response to the proposed course LRNC 110

I have reviewed the LRNC 110 proposal. I do not see LRNC 110 as “conflicting” with ENGL 101 College Writing and ENGL 202 Research Writing. I see it as “supplementing” and “enriching” students’ skill in academic text reception, and as giving them understanding of reading strategies that suit their learning styles.

LRNC 110 does “complement” and support the kinds of reading strategies that we work with in both 101 and 202 (comparative, analytic, synthetic), but in 101 and 202 the reading for WRITING connection is primary. We focus, as LRNC 110 does not, on the composing process (drafting, developing, organizing, and revising) for formal expressive and critical essays.

Given that LRNC is complementary to goals of ENGL 101 and ENGL 202, I as Chair of English and Sue Welsh as Director of Liberal Studies English are glad to support LRNC 110.