

Washtenaw Community College Comprehensive Report

ACS 107 College Reading and Learning Strategies Effective Term: Fall 2022

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: Academic Skills (new)

Course Number: 107

Org Number: 11100

Full Course Title: College Reading and Learning Strategies

Transcript Title: Coll. Reading & Learning Strat

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Rationale: We are updating the master syllabus to align with the findings from the ACS 107 assessment report.

Proposed Start Semester: Winter 2023

Course Description: In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

Academic Reading Level 3; no minimum writing level

General Education**Degree Attributes**

Below College Level Pre-Reqs

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Apply active reading and learning strategies to summarize articles.

Assessment 1

Assessment Tool: Departmentally-created reflective capstone project

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% ("C") or higher.

Who will score and analyze the data: Departmental faculty

2. Discuss and reflect on learning strategies essential to academic success.

Assessment 1

Assessment Tool: Final Project - Student Profile

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

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Who will score and analyze the data: Departmental faculty

Course Objectives

1. Discuss different types of learning styles and the techniques applicable to each style.
2. Identify, discuss and implement effective time management strategies.
3. Determine meanings of unfamiliar words using context clues and word parts.
4. Identify the topic, main idea and supporting details in a reading.
5. Recognize patterns of organization, structure and transition words.
6. Discover and implement effective active reading strategies.
7. Demonstrate effective use of paraphrasing to summarize paragraphs.
8. Extend technical skills through the use of course software and internet assignments.
9. Utilize the library to identify resource materials.

New Resources for Course**Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

Connect Reading Online Access . McGraw-Hill, 3 ed.

Publisher : MCG COURSE

Equipment/Facilities

Level III classroom

Computer workstations/lab

| <u>Reviewer</u> | <u>Action</u> | <u>Date</u> |
|---|---------------------------|---------------------|
| Faculty Preparer: <i>Jessica Hale</i> | <i>Faculty Preparer</i> | <i>Apr 11, 2022</i> |
| Department Chair/Area Director: <i>Carrie Krantz</i> | <i>Recommend Approval</i> | <i>Apr 18, 2022</i> |
| Dean: <i>Scott Britten</i> | <i>Recommend Approval</i> | <i>Apr 19, 2022</i> |
| Curriculum Committee Chair: <i>Randy Van Wagnen</i> | <i>Recommend Approval</i> | <i>May 23, 2022</i> |
| Assessment Committee Chair: <i>Shawn Deron</i> | <i>Recommend Approval</i> | <i>May 27, 2022</i> |
| Vice President for Instruction: <i>Kimberly Hurns</i> | <i>Approve</i> | <i>Jun 01, 2022</i> |

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Consultation with all departments affected by this course is required.

Course title

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

Rationale: Course moved from Academic Skills Department to English & College Readiness Department (ENGD) effective Fall 2019.

Proposed Start Semester: Fall 2019

Course Description: In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5. The title of this course was previously College Reading and Study Skills.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

Academic Reading Level 3; no minimum writing level

General Education

Degree Attributes

Below College Level Pre-Reqs

Request Course Transfer

Proposed For:

Student Learning Outcomes

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Assessment 1

Assessment Tool: Departmentally-created reflective capstone project

Assessment Date: Winter 2018

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% or higher

Who will score and analyze the data: Department faculty

2. Expand reading vocabulary and implement strategies to improve.

Assessment 1

Assessment Tool: Department-created vocabulary assessment

Assessment Date: Winter 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who complete the vocabulary assessment

How the assessment will be scored: Departmental answer key

Standard of success to be used for this assessment: 75% of students will score 73% or higher

Who will score and analyze the data: Course instructor

3. Discuss and reflect on learning strategies essential to academic success.

Assessment 1

Assessment Tool: Final Project - Student Profile

Assessment Date: Winter 2018

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

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6. Discover and implement effective active reading strategies.
7. Demonstrate effective use of paraphrasing to summarize paragraphs.
8. Extend technical skills through the use of course software and internet assignments.
9. Utilize the library to identify resource materials.

New Resources for Course

Course Textbooks/Resources

Textbooks

Peter Mather and Rita McCarthy. *Reading and All That Jazz*, 6th ed. New York: McGraw-Hill, 2016, ISBN: 9781259726989.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Computer workstations/lab

Reviewer

Action

Date

Faculty Preparer:

Faculty Preparer

Jun 24, 2019

Department Chair/Area Director:

Dean:

Curriculum Committee Chair:

Assessment Committee Chair:

Vice President for Instruction:

Washtenaw Community College Comprehensive Report

ACS 107 College Reading and Learning Strategies Effective Term: Winter 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Academic Skills

Discipline: Academic Skills (inactive)

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Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

Rationale: Syllabus revision

Proposed Start Semester: Winter 2019

Course Description: In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5. The title of this course was previously College Reading and Study Skills.

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| <u>Reviewer</u> | <u>Action</u> | <u>Date</u> |
|---|---------------------------|---------------------|
| Faculty Preparer: <i>Bonnie Arnett</i> | <i>Faculty Preparer</i> | <i>Mar 08, 2018</i> |
| Department Chair/Area Director: <i>Jessica Hale</i> | <i>Recommend Approval</i> | <i>Mar 15, 2018</i> |
| Dean: <i>Kristin Good</i> | <i>Recommend Approval</i> | <i>Mar 16, 2018</i> |
| Curriculum Committee Chair: <i>David Wooten</i> | <i>Recommend Approval</i> | <i>Apr 16, 2018</i> |
| Assessment Committee Chair: <i>Michelle Garey</i> | <i>Recommend Approval</i> | <i>Apr 25, 2018</i> |
| Vice President for Instruction: <i>Kimberly Hurns</i> | <i>Approve</i> | <i>Apr 27, 2018</i> |