Washtenaw Community College Comprehensive Report

REA 070 Reading Comprehension I
Effective Term: Winter 2013

Course Cover
Division: Humanities, Social and Behavioral Sciences
Department: Academic Skills
Discipline: Reading
Course Number: 070
Org Number: 11100
Full Course Title: Reading Comprehension I
Transcript Title: Reading Comprehension I
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:
    Pre-requisite, co-requisite, or enrollment restrictions
    Change in Grading Method
    Outcomes/Assessment
    Objectives/Evaluation
Rationale: 3 year revision
Proposed Start Semester: Winter 2012
Course Description: Reading Comprehension I is the first course in the sequence of developmental reading courses. This course is designed to develop the critical reading skills necessary for success in college-level courses. Satisfactory/unsatisfactory grading is used. Successful students may not repeat this course; unsuccessful students may repeat the course once. Satisfactory completion of REA 070 is required to advance to REA 071. This course was previously ACS 070.

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: S/U (for courses numbered below 100)
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
Requisites
Prerequisite
Academic Reading Level 3
or
Prerequisite

ENG 034
and
Prerequisite
no minimum writing level

General Education
Degree Attributes
Below College Level Pre-Reqs

Request Course Transfer
Proposed For:

Student Learning Outcomes

1. Comprehend increasingly difficult text.
   Assessment 1
   Assessment Tool: Department created final project that incorporates the application of reading strategies with textbook reading.
   Assessment Date: Fall 2015
   Assessment Cycle: Every Three Years
   Course section(s)/other population: Representative sample of 25% of the enrolled students selected randomly from the students who finished the final application project.
   Number students to be assessed: Approximately 45 students will be randomly selected each semester--5 projects from each reading section
   How the assessment will be scored: Departmentally-developed rubric
   Standard of success to be used for this assessment: 75% of the student projects will score 70% or higher.
   Who will score and analyze the data: Department faculty will blind-score the final application project. The data will be analyzed by the department faculty.

2. Expand reading vocabulary.
   Assessment 1
   Assessment Tool: Department created final project that incorporates the application of reading strategies with textbook reading.
   Assessment Date: Fall 2015
   Assessment Cycle: Every Three Years
   Course section(s)/other population: Representative sample of 25% of the enrolled students selected randomly from the students who finished the final application project.
   Number students to be assessed: Approximately 45 students will be randomly selected each semester--5 projects from each reading section
   How the assessment will be scored: Departmentally-developed rubric
   Standard of success to be used for this assessment: 75% of the student projects will score 70% or higher.
   Who will score and analyze the data: Department faculty will blind-score the application project. The data will be analyzed by the department faculty.

3. Actively engage effective reading strategies.
   Assessment 1
   Assessment Tool: Department created final project that incorporates the application of reading strategies with textbook reading.
   Assessment Date: Fall 2015
   Assessment Cycle: Every Three Years
   Course section(s)/other population: Representative sample of 25% of the enrolled students selected randomly from the students who finished the final

application project.
Number students to be assessed: Approximately 45 students will be randomly selected each semester--5 projects from each reading section
How the assessment will be scored: Departmentally-developed rubric
Standard of success to be used for this assessment: 75% of the student projects will score 70% or higher.
Who will score and analyze the data: Department faculty will blind-score the final application project. The data will be analyzed by the department faculty.

Course Objectives

1. Formulate the topic of a passage.
   Matched Outcomes
2. Rephrase stated main ideas.
   Matched Outcomes
3. Formulate implied main idea.
   Matched Outcomes
4. Organize main idea and supporting details.
   Matched Outcomes
5. Identify patterns of organization.
   Matched Outcomes
6. Categorize transition expressions.
   Matched Outcomes
7. Define transitional expressions.
   Matched Outcomes
8. Interpret meanings to common prefixes, suffixes and roots.
   Matched Outcomes
9. Determine the meaning of unfamiliar words by using context clues or word parts.
   Matched Outcomes
10. Use words with greater ease.
    Matched Outcomes
11. Improve rate of reading.
    Matched Outcomes
12. Use inflection and tone when reading.
    Matched Outcomes
13. Develop stamina to process longer reading assignments.
    Matched Outcomes

New Resources for Course

ConnectRead, a McGraw Hill computer program, may be used as supplemental material.

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

Reviewer	Action	Date
Faculty Preparer:		
Bonnie Arnett	*Faculty Preparer*	*May 22, 2012*
Department Chair/Area Director:		
Bonnie Arnett	*Recommend Approval*	*May 23, 2012*
Dean:		
Bill Abernethy	*Recommend Approval*	*May 24, 2012*

Vice President for Instruction:

Stuart Blacklaw   *Approve*   *Jul 12, 2012*