### Proposal to Initiate, Modify or Delete a Course

1. **Type of Action**
   - A. Addition
   - B. Deletion
   - C. Modification

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Specify</th>
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<tbody>
<tr>
<td>Regular</td>
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<tr>
<td>Experimental</td>
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<tr>
<td>Other</td>
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2. **New Alpha, Number and Title**
   - **ENG 102, College Reading Skills**

3. **Credits**
   - 03

4. **Old Alpha, Number and Title**
   - ENG 102, College Reading Skills

5. **New Catalog Description**
   - See attachment.

6. **PREREQUISITES**
   - Placement into ENG 100, or completion of ENG 022, or consent of instructor.

7. **Student Contact Hours per Week**
   - **Lecture: 3**
   - **Lecture/Lab: 0**
   - **Lab: 0**
   - **Other (specify): 0**

8. **Proposed Date of First Offering**
   - Fall 1998

9. **Program/Core Requirement**
   - (Please specify)

10. **This Course**
    - IS REQUIRED
    - IS AN ELECTIVE
    - CAN FULFILL

11. **This Course**
    - INCREASES
    - DECREASES
    - MAKES NO CHANGE IN

12. **Similar Courses Offered Elsewhere**
    - **College(s):**
      - Haw CC
      - Leeward CC
      - Kap CC
    - **Alpha, Number, Title:**
      - ENG 102, College Reading Skills
      - ENG 102, College Reading Skills
      - ENG 102, College Reading Skills

13. **This Course Is**
    - ALREADY ARTICULATED
    - APPROPRIATE FOR ARTICULATION
    - NOT YET APPROPRIATE FOR ARTICULATION

14. **Reason for Initiating, Modifying or Deleting Course or Other Pertinent Comment:**
    - In Fall 1998, all community colleges will be switching over to a new placement test (COMPASS) resulting in a change in ENG 21/22 and ENG 100 prerequisites.

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**Requested By:**
- **Elizbeth Young**
- Date: 3/5/98

**Approved By:**
- **David Chun**
- Date: 3/11/98
- **Elizabeth Tepley**
- Date: 3/17/98
- **Marie-Franca**
- Date: 3-17-98
- **Provost**
- Date: 3/24/98

CCCMM #6100
(Amended for WCC use Sept. 1991)
## Levels of Review of Course Proposals at WCC

<table>
<thead>
<tr>
<th>Signatures</th>
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<tbody>
<tr>
<td>1. Subject Area (one or more instructors in the area)</td>
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<tr>
<td>Aileen Yui</td>
<td>3/4/98</td>
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<tr>
<td>Sean Shibuya</td>
<td>3/4/98</td>
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<tr>
<td>Helen Aide-Belmar</td>
<td>3/5/98</td>
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<td>Mark Malo</td>
<td>3/5/98</td>
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<td>2. Department</td>
<td>3/4/98</td>
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<tr>
<td>Elizabeth Young</td>
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<td>Department Chairperson</td>
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<td>Yes</td>
<td>3/5/98</td>
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<td>3. Division</td>
<td>3/5-98</td>
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<tr>
<td>Michelle Jones</td>
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<td>Assistant Dean of Instruction</td>
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<td>4. Curriculum Committee Review</td>
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<tr>
<td>Approved <em>X</em></td>
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<tr>
<td>Disapproved</td>
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<td>Reason:</td>
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<tr>
<td>Daniel Davis</td>
<td>3/11/98</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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WCC FORM FOR COURSE MODIFICATIONS

Course: ENG 102, College Reading Skills
Submitted by: E. Ishida-Babineau
Date: 3/5/98

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

   - The old prerequisite reads:
     Score of 80 and above in the Nelson-Denny Reading Test or consent of instructor.
   - The new prerequisite will read:
     Placement into ENG 100, or completion of ENG 022, or consent of instructor.

2. What is the rationale for the change?

   All community colleges will be switching over to a new placement test (COMPASS) in reading and writing. With this change, new system-wide placement criteria has been established. The change in prerequisites reflects the new testing score for placement into ENG 100; placement into ENG 102 has always corresponded with placement into ENG 100.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly. If so, explain thoroughly.

   No.

4. Is the course articulated with any 4-year program?

   No

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

   There will be no additional costs or financial considerations that will be required. Current faculty members of the Language Arts department will be teaching this course. No additional preparation will be needed.

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? If yes, provide details and justification for these alterations.

   No

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (See attached criteria for transfer courses.)

   N/A
WINDWARD COMMUNITY COLLEGE
OUTLINE OF COURSE OBJECTIVES

COURSE NAME: College Reading Skills

COURSE NUMBER: ENG 102

CREDIT HOUR: 03

CATALOG DESCRIPTION: Designed to assist the student in acquiring proficiency in preview reading, study reading, skimming, scanning, rapid reading, overview skimming, and critical reading. Vocabulary and study skills development are included. Course places emphasis on developing the skill of matching reading strategies with reading purposes.

REQUIREMENTS COURSE SATISFIES:
AT WCC: Meets AA degree Communications requirement

PREREQUISITES: Placement into ENG 100, or completion of ENG 022, or consent of instructor.

RECOMMENDED BASIC SKILLS LEVELS:
Reading Level of Text(s): Variable 10th thru 15th grades

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:
Student must allot at least three hours per week to complete lab assignments and untimed tests in The Learning Center (TLC) located in LONO 113. Also, a mid-semester conference with the instructor is required.

INSTRUCTOR: Aileen Yim

OFFICE: Lono 112 (See posted schedule on door)

TELEPHONE: 235-7495, 235-7498, or 235-0077 (WCC switchboard)

EFFECTIVE DATE: Spring 1998
I. COURSE GOALS

Upon completion of this course, the student will have developed efficient reading skills which include the ability to:

A. Match an effective reading speed to his/her purpose in reading different materials.
B. Read with increased reading speed.
C. Read with improved comprehension, with emphasis on critical reading skills.

II. COURSE REQUIREMENTS/ASSIGMENTS

A. REGULAR ATTENDANCE

1. At each class session you will be learning in the best possible way: THROUGH DOING. If you miss class, you are missing the most critical part of the course. Please call my office (235-7495), TLC (235-7498) or the operator (235-0077) for all absences. A cumulative number of four absences, excused or unexcused, will result in an "N" grade for the course. Makeup tests and assignments are permitted only for valid reasons. Homework receives credit only on announced due date. You need to get the homework assignments from me or from a homework buddy.

B. PRETESTS (completed by the end of the first week of class):

1. Nelson-Denny Reading Test (pretest score required)
2. Comprehension and rate diagnostic tests
3. RFU pretest
4. Contemporary Vocabulary pretest

C. VOCABULARY DEVELOPMENT:

1. Complete all assigned chapters in Contemporary Vocabulary.
2. Complete all related writing assignments.
3. Complete all quizzes and unit tests.
D. READING AND STUDY SKILLS DEVELOPMENT

1. Complete all assigned chapters in *Bridging the Gap* (5th ed.) as well as supplementary materials.
2. Complete writing assignments as assigned (logs, journals, paragraphs, etc.)
3. Complete the following lab work in TLC (Lono 113) and maintain in your lab folder.
   a. Jamestown Timed readings in literature.
   b. Others as assigned.
4. Community literacy mid-term project (TBA).

E. POST-TESTS (last three weeks of semester)

1. Complete all post-tests on scheduled dates in class. (No makeups except for medical or emergency reasons.)
2. Complete Nelson-Denny Reading Test and final exam.
3. Complete written report on community literacy project. Form will be passed out.

F. LAB FOLDER (on file in TLC)

1. All completed lab assignments.
2. Written assessment of semester's work (format will be passed out).

III. GRADING

The final grade will be based on an evaluation of all required tasks (exams, quizzes, homework, lab work, written assignments, and class attendance). In addition, and most importantly, a student must demonstrate (via exams) achievement and progress by the end of the semester.

A. Grading Scale: The following percentage standard will be used:

(A) - 100-90          (I) - Incomplete (see WCC Catalog for further details)
(B) - 89-80          (W) - Official Withdrawal (see WCC Catalog for further details)
(C) - 79-70          (N) - No Credit
(D) - 69 and below
B. Homework - Homework is a critical component of a language arts course. Therefore, in calculating the final grade, the total number of unfinished or incomplete assignments will be subtracted from the vocabulary or comprehension development section. For example, if 91% was the average calculated for vocabulary exams but four homework assignments were incomplete, the student will receive an 87% for the vocabulary requirement of the course.

C. Grading Procedures

1. VOCABULARY (25% of final grade)
   a. Includes all exams and homework assignments.
2. COMPREHENSION WORK (Bridging the Gap) (25%)
   a. Includes mastery tests.
3. MID-TERM LITERACY PROJECT REPORT (5%)
4. EVALUATION ACTIVITIES (30%)
   a. Includes all in-class post-tests given during the last two weeks of the semester; the Nelson-Denny Reading Test and the final exam.
5. WRITING ASSIGNMENTS (15%)
   a. These include the following:
      1. Summaries or reaction papers (type written)

IV. REQUIRED TEXTS AND MATERIALS

A. Bridging the Gap (5th ed.)

B. Contemporary Vocabulary (4th ed.) by Elliot L. Smith

V. SUGGESTED REFERENCES

A. Dictionary

B. Thesaurus