1. Type of Action
   - ☑ A. Addition
   - ☑ Regular or ☑ Experimental or ☐ Other (click and type to specify)
   - ☑ B. Deletion
   - ☑ C. Modification: ☑ in credits ☑ in title ☑ in number or alpha ☑ in prerequisites or co-requisites ☑ Other (click to specify)

2. New Alpha, Number and Title ENG 008 Reading and Writing Fundamentals
3. Credits 4 credits

4. Old Alpha, Number and Title none
5. Credits *

6. New Catalog Description
   This course focuses on building basic reading, writing, and life skills for college or employment success. Individualized instruction will supplement regular classroom instruction to provide the necessary practice of reading and writing skills. Placement into ENG 008 or higher, or consent of instructor.

7. Select box and type specific information in text box.
   - ☑ Prerequisites ☑ Corequisites or
   - ☑ Recommended Preparation Placement into ENG 008 or higher, or consent of instructor.

8. Student Contact Hours Per Week
   Lecture 3
   Lab 3
   Other (click to specify)

9. Proposed Date of First Offering
   Semester Fall
   Year 2010

10. This course ☑ is proposed for the * Program. ☑ can fulfill * If Other, specify

11. This course * the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MauiCC</td>
<td>ENG 015, English Language Fundamentals</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>LeewardCC</td>
<td>ENG 008, Reading and Writing Basics</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>KapiolaniCC</td>
<td>PCC 20, Pre-College Communications</td>
<td>*</td>
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<td></td>
<td>*</td>
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<td></td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - ☑ Already articulated with UH Community Colleges
   - ☑ Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
The number of students who place below ENG 018 and ENG 019 (formerly ENG 97A and ENG 97B, respectively) in COMPASS testing, are not served at all. The UH Strategic Plan, the UHCC Strategic Plan, and Windward Community College Action Plan Outcomes 1.3, 2.1, 2.3, 2.4 call for broadening the course offerings in underserved populations. The course would increase the number of students who attend WCC for credit and perhaps increase the number of students pursuing an AA degree. This course is similar to ENG 001, which has not been offered since at least 1990, but the new course will accommodate a wider range of students.

Requested by: [Signature]
Approved by: [Signature]

CCCMM #6100 (Amended for WCC in October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: English 008 Reading and Writing Fundamentals

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department Area</td>
<td>12/3/09</td>
</tr>
<tr>
<td></td>
<td>12/3/09</td>
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<td></td>
<td>12/3/09</td>
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<tr>
<td>Traffic</td>
<td>12/03/09</td>
</tr>
<tr>
<td>Instructors (more than one signature required)</td>
<td></td>
</tr>
<tr>
<td>Fred K. Maeneke</td>
<td></td>
</tr>
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</table>

2. Department

<table>
<thead>
<tr>
<th>Jean Shibuya</th>
<th>December 3, 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chairperson</td>
<td></td>
</tr>
</tbody>
</table>

Was this course discussed in a department meeting? ☑ Yes □ No

3. Division

<table>
<thead>
<tr>
<th>Paul R. Freck</th>
<th>1/15/09</th>
</tr>
</thead>
</table>

4. Curriculum Committee Review

☑ Approved

☐ Disapproved

Reason:

<table>
<thead>
<tr>
<th>Daniel</th>
<th>1/15/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Chairperson</td>
<td></td>
</tr>
</tbody>
</table>

CCCM #6100 (Amended for WCC use October 2002)
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

This course would provide students the opportunity to "develop skills, fulfill their lives, [and] enrich their lives" (WCC Mission Statement) by helping them build their reading and writing skills necessary for effective reading, writing, and learning in college. This course is an important component in achieving UH Strategic Outcomes #1 and #2, CC System Action Outcomes 1.3, 1.4, 2.3, 2.4 and WCC Action Outcomes 1.3, 1.4, 2.3, 2.4, and 2.6. Data from COMPASS indicate a need to address these students who do not qualify for ENG 021. See attached.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

This course will be taught by one of ETC's Basic Skills Lab instructors, who will utilize individualized instruction software in reading and writing in a classroom/computer lab setting. Arrangements are being made to hold this course in Hale Kuhina's computer lab. Therefore, no additional costs will be incurred for equipment. In the 2009-2010 Budget Summary, however, Language Arts requested $800.00 to cover the cost of the PassKey software.

3. Is a similar course taught elsewhere in the UH system? Yes If yes, provide details of how this course differs from existing similar courses.

The primary difference is in the number of credits offered. English 008 will be 4 credits as opposed to Maui's ENG 015, which is 3 credits; Leeward's ENG 008, which is 6 credits; and Kapiolani CC's PCC 020, which is 0 credits but equivalent to 6 credits. The course will be taught in a computer lab, Monday, Wednesday, Friday with a 1.5 hour lab following each class session. In addition, students will be able to continue their lab work at home.

4. Is this course experimental and/or unique to Windward Community College? Yes If yes, provide rationale and details of its impact on the College Curriculum

While this course is similar in content with other courses identified earlier, the delivery or mode of instruction will be different. The use of computer software will allow students to work on their own pace to strengthen their reading and writing skills for other English courses. Plus, the software incorporates "real world" material and skills that go beyond the classroom.

5. Is a similar course taught in the upper division level by a 4-year UH college? No If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

This course focuses on building basic reading, writing, and life skills for college or employment success. Individualized instruction will supplement regular classroom instruction to provide the necessary practice of reading and writing skills. Placement into ENG 008 or higher, or consent of instructor.

Activities Required at Scheduled Times Other Than Class Times

Students should schedule at least six-nine hours per week to keep up with all assignments and to study for this course. Students must devote one hour of PassKey computer lab time for each hour of class time.

STUDENT LEARNING OUTCOMES

At the completion of this course, you should be able to:

1. Incorporate newly-learned vocabulary into reading, writing, and oral communication activities.
2. Apply literal, interpretive, and critical reading skills to comprehend and analyze various types of reading material.
3. Produce clear, concise, grammatical sentences.
4. Apply appropriate study and learning strategies to support learning and success.
COURSE CONTENT

Concepts or Topics
- Active versus passive reading and thinking
- Main point or central thought
- Organizational structure and patterns
- Study Skills
- Literal comprehension
- Interpretive comprehension
- Critical reading skills
- Connotation and denotation
- General versus specific
- Collaboration
- Vocabulary strategies

Skills or Competencies
1. Apply context/linguistic clues to define words in sentences and short essays.
2. Distinguish between general and specific items.
3. Distinguish between direct and indirect statements of main thought.
4. Identify/locate main idea statement.
5. Communicate the main thought, major/minor details of material.
6. Use outline format
7. Recognize connotative and denotive language; identify bias, tone, purpose.
8. Distinguish between statements of fact/opinion
9. Use language mechanics to enhance comprehension
10. Discuss/review readings from career/academic/personal interest areas.

COURSE TASKS

Vocabulary Tasks
1. Complete Reading Levels 1-7 in PassKey – Vocabulary exercises.
2. Complete TABE D-10 final exam.
3. Write sentences/paragraphs using selected vocabulary words from class discussions (daily).
4. Prepare daily vocabulary assignments for class discussion.

Comprehension Tasks
1. Complete the Nelson-Denny posttest.
2. Complete Reading Levels 1-7 in PassKey – Reading exercises.
3. Complete Writing Levels 1-3 in PassKey
4. Complete all comprehension tests; the passing score is 70% for each test. Tests must be retaken for scores below 70%.
5. Complete all reading selections assigned.
6. Complete the final comprehension test with a score of at least 70%

Other Tasks
- Maintain a course 3-ring binder of class material and of PassKey computer diagnostic and progress reports.
- Maintain portfolio of “minute papers” for self-assessment activities.
- Maintain portfolio of reading selections related to academic/career/personal subjects of interest
Grades will be assigned upon the successful completion of all course student learning outcomes and the reading level achieved by the end of the semester. You must show proficiency at approximately the 8.0 grade reading level in class work, on the Nelson-Denny post-test, and in PassKey lab activities. If you do not complete the requirements, you will be asked to repeat the course in order to reach the necessary proficiency level required for next appropriate English course. Five or more absences before the official withdrawal date, excused and unexcused, may also result in an N grade for this course. You will be advised to withdraw from the course.

Grades available:
- A = 90% or better
- B = 80 – 89%
- C = 70 – 79%
- N = Given only if student has made his or her best effort to the end of the semester but needs more work to achieve proficiency

The withdrawal date is _________

Grades will be based on the following:

- Attendance................................. 5%
  (A = 0-2 absences; B = 3-4; C = 5-6)
- PassKey lab work..........................20%
- Vocabulary Final..........................5%
- Homework assignments..................20%
- Comprehension Tests.....................10%
- Comprehension Final.....................10%
- Class activities.........................20%
- Self-assessment journal.................10%

100%

LEARNING RESOURCES

1. 3-ring binder for class material
2. Portfolio
3. College level dictionary, such as the American Heritage.

Additional Information

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability
Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

Revised May 10, 2007
All Tests 4/6/09 to 9/3/09
A total of 536 matching test sessions were administered.

General Recommendations: COMPASS Reading
Score  Placement Message  Students Percent
0-48  No placement  13  2.48
49-55  place in ENG 97A.  15  2.86
56-78  qualify for English 21.  167  31.87
79-100  qualify for English 102.  329  62.79

General Recommendations: COMPASS Writing Skills
Score  Placement Message  Students Percent
0-24  No placement  53  10.11
25-39  qualify for English 97B.  44  8.4
40-73  qualify for English 22.  171  32.63
74-100  qualify for ENG 100.  256  48.85

General Recommendations: Pre Algebra
Score  Placement Message  Students Percent
0-15  No placement  0  0.0
16-30  qualify to take Math 20.  119  39.8
31-35  qualify to take Math 20 or Math 22  46  15.38
36-46  qualify to take Math 22.  76  25.42
47-100  qualify to take Math 24  58  19.4

General Recommendations: Algebra
Score  Placement Message  Students Percent
0-25  qualify to take Math 24.  18  8.78
26-33  qualify to take Math 24.  57  27.8
34-49  qualify to take Math 25.  75  36.59
50-61  qualify to take Math 25, 100, 101, 111, or 115.  28  13.66
62-74  qualify to take Math 100, 101, 103, 111, or 115.  19  9.27
75-100  qualify to take Math 100, 101, 103, 111, 115, or 135.  8  3.9

General Recommendations: College Algebra
Score  Placement Message  Students Percent
0-30  Placement based on Algebra score.  0  0.0
31-55  qualify to take Math 100, 101, 103, 111, or 115.  3  21.43
56-70  qualify to take Math 100, 101, 111, 115, or 135.  8  57.14
71-100  qualify to take Math 100, 101, 111, 115, 140, or 203.  3  21.43

General Recommendations: Trigonometry
Score  Placement Message  Students Percent
0-30  qualify to take Math 100, 101, 111, 115, 140, or 203.  0  0.0
31-45  qualify to take Math 100, 101, 111, 115, 140, or 203.  0  0.0
46-100  qualify to take Math 100, 101, 111, 115, 203, or 205.  6  100.0