University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

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

2. New Alpha, Number and Title ENG 97A Reading Essentials
3. Credits 3 credits

4. Old Alpha, Number and Title ENG 009 Basic Reading Skills
5. Credits 3 credits

6. New Catalog Description
   This course provides practice in developing basic reading skills and learning strategies to help students succeed in college. Vocabulary development, comprehension skills, and study skills are the focus of this course. Registration in ENG 97B is strongly recommended.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation
   - Placement into ENG 97A or higher, or consent of instructor. Recommended registration in ENG 97B.

8. Student Contact Hours Per Week
   - Lecture 03
   - Lecture/Lab Other (click to specify)
   - Lab

9. Proposed Date of First Offering
   - Semester Spring
   - Year 2009

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>HawaiiCC</td>
<td>ENG 018 Reading Essentials</td>
<td>LeewardCC</td>
<td>ENG 018 Reading Essentials</td>
</tr>
<tr>
<td>KauaiCC</td>
<td>ENG 018 Reading Essentials</td>
<td>*</td>
<td>*</td>
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<tr>
<td>*</td>
<td>*</td>
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<td>*</td>
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</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:
   - Appropriate for Articulation with
   - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
   - Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   With the emphasis in meeting the needs of remedial/developmental students in the proposed UH Strategic Plan, UH Community College Strategic Plan and the Achieving the Dream Initiative, and Windward’s Strategic Plan, an updated ENG 009 (archived) course would accommodate the number of students who do not place in ENG 021.

Requested by: Jean Shibuya
Date: October 8, 2008

Approved by: Paul B. K. Lee
Date: 10/14/08

David K. Nagata
Date: 10/12/08

Richard Malloy
Date: 10/7/08

Angela Meredith
Date: 10/23/08

Provost

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

Course Alpha, Number, and Title: ENG 97A

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10/8/08</td>
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<tr>
<td></td>
<td>10/8/08</td>
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<tr>
<td></td>
<td>10/8/08</td>
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</tbody>
</table>

1. Department Area (more than one departmental instructor's signature required)

   - Elizabeth Young
   - Zemer K. Elgueda
   - Alice Chapman
   - 10/8/08

2. Department

   - Jean Shibuya
   - Department Chairperson
   - Discussed in composition faculty meeting 10/7/08
   - 10/8/08

3. Division

   - Elizabeth Ashley
   - 10/8/08

4. Curriculum Committee Review

   - Approved 
   - Disapproved

   Reason:

   - Paul R. Freilich
   - Curriculum Committee Chairperson
   - 10/14/08

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 skills necessary for effective reading and learning. 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.

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 would be taught by Language Arts department faculty.

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 course does not really differ from similar courses taught elsewhere. These courses cover essentially the same concepts and skills: vocabulary, literal, interpretative, and critical readings skills. Learning/study skills coverage may vary in degrees of emphasis.

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

The experimental course would reactivate the ENG 009 Basic Reading course, so the course would not have an impact on the college curriculum. LSK 035 replaced ENG 009 and 010 in 1995.

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.
ENG 18 Reading Essentials (3)
Provides practice in building essential college reading skills. Students learn techniques to understand academic reading materials and learn reading and study skill strategies to help them succeed in college. For example, students build vocabulary, identify main points, and locate supporting details. In addition, students identify transitions, recognize assumptions, and follow patterns of organization. Students improve language skills and become competent readers.
Prerequisite: Appropriate reading placement test score, or successful completion of ENG 8 with a "C" or better, or approval from Language Arts Division.

Eng 18 — Reading Essentials (3)
PreReq: Placement in Eng 18
A reading fundamentals course designed to develop reading comprehension, vocabulary acquisition, and study skills. Some of the activities will include building vocabulary skills through phonics, context clues, and word structure; improving comprehension by finding the main ideas, making inferences and recognizing patterns of organization; developing study skills by practicing good time management and taking organized notes; and learning to use information retrieval skills. (3 lec hrs.)

ENG 18 - Reading Essentials
Credits: 3
Class hours: 3 lecture
Prereq: Acceptable reading placement test score.
Description: This course provides practice in building the essential skills which serve as the foundation for effective reading and study. Students will build vocabulary skills; identify main points, supporting details, and transitional elements; follow basic patterns of organization; recognize assumptions; differentiate between facts and opinions; and draw inferences.
### COMPASS Placement Summary Report

<table>
<thead>
<tr>
<th>Range</th>
<th>Placement Message</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>56-70</td>
<td>You qualify to take Math 100, 111, 115, or 135. Make your choice depending on your major or goals.</td>
<td>18</td>
<td>52.9%</td>
</tr>
<tr>
<td>71-100</td>
<td>You qualify to take Math 100, 111, 115, 140, or 203. Make your choice depending on your major or goals.</td>
<td>7</td>
<td>20.6%</td>
</tr>
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</table>

#### Trigonometry General

<table>
<thead>
<tr>
<th>Range</th>
<th>Placement Message</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-30</td>
<td>You qualify to take Math 100, 111, 115, 140, or 203. Make your choice depending on your major or goals.</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>31-45</td>
<td>You qualify to take Math 100, 111, 115, 140, or 203. Make your choice depending on your major or goals.</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>46-100</td>
<td>You qualify to take Math 100, 111, 115, 203, or 205. Make your choice depending on your major or goals.</td>
<td>20</td>
<td>100.0%</td>
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</tbody>
</table>

#### ESL Reading General

<table>
<thead>
<tr>
<th>Range</th>
<th>Placement Message</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-100</td>
<td>Insert your placement message here. As part of COMPASS setup, the college must modify this message to fit local courses, support services, preferences, and the nature of this local measure. (See Software Manual Chapter 7 for more information.)</td>
<td>3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Reading General

<table>
<thead>
<tr>
<th>Range</th>
<th>Placement Message</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-48</td>
<td>You must see a counselor in 'Akoakoa 212 to register. Please call 235-7413 for an appointment.</td>
<td>19</td>
<td>3.1%</td>
</tr>
<tr>
<td>49-55</td>
<td>You place in LSK 35. You must see a counselor in 'Akoakoa 212 to register. Please call 235-7413 for an appointment.</td>
<td>26</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

Date: 09/03/2008
## COMPASS Placement Summary Report

<table>
<thead>
<tr>
<th>Range</th>
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<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>56-78</td>
<td>You qualify for English 21.</td>
<td>212</td>
<td>34.3%</td>
</tr>
<tr>
<td>79-100</td>
<td>You qualify for English 102.</td>
<td>361</td>
<td>58.4%</td>
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</tbody>
</table>

### Writing General

<table>
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<tr>
<th>Range</th>
<th>Placement Message</th>
<th>Number</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-39</td>
<td>You must see a counselor in 'Akoakoa 212 to register. Please call 235-7413 for an appointment.</td>
<td>140</td>
<td>21.8%</td>
</tr>
<tr>
<td>40-73</td>
<td>You qualify for English 22.</td>
<td>176</td>
<td>27.5%</td>
</tr>
<tr>
<td>74-100</td>
<td>You qualify for English 100.</td>
<td>325</td>
<td>50.7%</td>
</tr>
</tbody>
</table>
ENG 97A Reading Essentials
3 credits

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 member of our community.*

**CATALOG DESCRIPTION**

This course provides practice in developing basic reading skills and learning strategies to help students succeed in college. Vocabulary development, comprehension skills, and study skills are the focus of this course.

**Activities Required at Scheduled Times Other Than Class Times**

Lab time will be needed to complete individual assignments in The Learning Center (TLC) Manaleo 113. All tests (except for the final exam) and retests (if needed) must be taken in TLC. In addition, three to six hours per week should be scheduled to complete all non-TLC assignments for this class.

**STUDENT LEARNING OUTCOMES**

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

1. Demonstrate an increase in reading vocabulary through various ways, such as applying newly learned reading vocabulary in writing assignments.

2. Apply literal, interpretative, and critical reading skills to comprehend and analyze various types of reading material.

3. Apply various study skills strategies, such as a reading-study system to understand and retain information in informative material, time management, and lecture and textbook notetaking strategies.
### COURSE CONTENT

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Active versus passive reading and thinking</td>
<td>1. Apply context clues and structural analysis to determine meaning familiar words in sentences and short essays.</td>
</tr>
<tr>
<td>• Main point or central thought</td>
<td>2. Distinguish between general and specific items.</td>
</tr>
<tr>
<td>• Organizational structure and patterns</td>
<td>3. Distinguish between direct and indirect statements of main thought.</td>
</tr>
<tr>
<td>• Study skills</td>
<td>4. Identify the main thought, the major and minor details, and the organizational patterns of material.</td>
</tr>
<tr>
<td>• Literal comprehension</td>
<td>5. Use the linear outline or another form of outlining.</td>
</tr>
<tr>
<td>• Interpretative comprehension</td>
<td>6. Recognize the use of connotative and denotative language to determine bias, tone, purpose, and make accurate inferences and conclusions.</td>
</tr>
<tr>
<td>• Critical reading skills</td>
<td>7. Distinguish among statements of fact, opinion, or both.</td>
</tr>
<tr>
<td>• Connotations and denotations</td>
<td></td>
</tr>
<tr>
<td>• General versus specific</td>
<td></td>
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<tr>
<td>• Collaboration</td>
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</table>

### COURSE TASKS

**Vocabulary Development**
1. Complete all twenty (20) chapters assigned in vocabulary text, Building Vocabulary Skills, Short Version (BVS). You will be required to complete approximately two chapters every week.
2. Complete the chapter tests for the assigned chapters, including Unit Post-tests. Chapter and Unit tests will be in the TLC, Manaleo 113.
3. Complete all additionally assigned work for vocabulary (chapter sentences, paragraphs, and chapter worksheets).

**Comprehension Development**

**TLC (Lab) Assignments:**
1. Complete forty (40) Reading for Understanding (RFU), Kit 3 cards. In order for the card to count as part of the forty, the score must be 70% or above. **Deadline:**
2. Complete any additional lab assignments given by instructor.

**Class Activities:**
1. Complete all assigned chapters for the text, Ten Steps to Improving College Reading Skills (TS).
2. Complete successfully (average 70% or above) the Mastery Tests for the chapters assigned. Test dates will be announced in class.
3. Complete all homework assignments for reading comprehension.

**Study Skills**
Complete assigned lessons and homework in study skills strategies techniques.
ASSESSMENT TASKS AND GRADES

Letter grades will be assigned after all course requirements have been completed and the required reading proficiency has been achieved. (Nelson-Denny score of 59 or above). If you do not complete the requirements or achieve the necessary reading proficiency, you will be asked to repeat the course. Five or more absences before the official withdrawal date, excused and unexcused, may also result in an N grade for this course.

Grades Available

- A = 90% or higher
- B = 80% - 89%
- C = 70% - 79%
- N = Given only if student has made his or her best effort, but needs more work to achieve proficiency.

Areas Graded:

- Attendance (A = 0-2 absences, B = 3-4, C = 5-6, D = 7-8, F = 9 or more) 5%
- Vocabulary tests (chapter/unit) 20%
- Vocabulary homework (based on specified criteria) 10%
- Comprehension (text/study skills) homework 15%
- Comprehension mastery tests 25%
- Comprehension Final 20%
- TLC lab work (% completed with 70% +) 5%

LEARNING RESOURCES AND MATERIALS

1. Langan, Ten Steps to Improving College Reading Skills, 5th edition. (TS)
3. Monthly or weekly planner.
4. One portfolio with gussets for reading journal.
5. American Heritage Dictionary or any college level dictionary.
6. Pens: red or green for corrections; blue or black for written assignments.
7. 2” three-ring binder with index dividers for course material. Divide your folder into the following sections:
   - Planner; course outline and syllabus
   - Vocabulary exercises and homework
   - Comprehension handouts and homework

Getting the Most Out of This Course

1. Attendance: Class sessions are designed to give you the opportunity to practice and review skills and concepts. Therefore, attendance will be part of the grading. Attendance will be taken at the beginning of each session. Five or more absences before the official withdrawal date, excused and unexcused, may result in an N grade for this course.
   - If you are unable to attend the class session (for verifiable medical or emergency reasons), please contact the instructor immediately. If you are unable to reach the instructor, please leave a message on the voice mail. Phone numbers are on the first page of this course outline. If you do not call me, homework will not be accepted.
   - Be on time! A tardy of 10 minutes or more will count as an absence. However, it is to your benefit to attend the rest of the class session even if you are late. Homework assignments are generally given at the end of the class period.
2. If you must bring a pager or cellular phone into class, please set it on silent or off.
3. Homework: Make sure you complete the homework assignments when they are due. Class participation will be difficult if you are not prepared to share your work with the rest of the class. Homework will be collected. If you are absent, make sure you get the assignments from your instructor or a classmate. You are responsible for homework assigned during your absence.

4. Testing: You must complete all tests when scheduled. Make-up tests will only be administered if the student has contacted the instructor before the test and has a verifiable medical excuse. Make-up tests must be completed before the deadline established by the instructor.

5. You may take retests on comprehension skills only. In order to do so, you must complete additional work in the area, correct the work, and submit the work to the instructor. Once the work has been turned in, the instructor will put the retest in the TLC. There will be deadlines for both the completion of the additional work and the retest.

6. All written assignments must be typed, double-spaced. Follow the guidelines provided.

7. Keep track of deadlines and assignments with a weekly plan or a monthly planner.

8. You can be “in control” of your own learning. Be an active learner. Please ask questions!

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 'Akokoa 213 for more information.