UNIVERSITY OF HAWAII COMMUNITY COLLEGES

PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition  X  Regular  □ Experimental  □ Other ____________________________ (specify)
   B. Deletion  □  in credits  □ in title  □ in number or alpha  □ in prerequisites  □ Other ____________________________ (specify)
   C. Modification  □  in credits  □ in title  □ in number or alpha  □ in prerequisites  □ Other ____________________________ (specify)

2. NEW ALPHA, NUMBER AND TITLE
   □ LSK 035  □ Learning Skills for College Success
   3. CREDITS 04

4. OLD ALPHA, NUMBER AND TITLE
   □ LSK 097  □ Basic Reading, Writing, & Study Skills
   5. CREDITS 04

6. NEW CATALOG DESCRIPTION
   An integrated basic reading, writing, and study skills course designed to increase vocabulary, strengthen comprehension, and improve writing skills with an emphasis on English sentence structure and patterns to insure student success in college.

7. PREREQUISITES
   Nelson-Denny Score of 53 to 58; or consent of instructor

8. STUDENT CONTACT HOURS PER WEEK
   Lecture 04  Lecture/Lab ___ Lab ___
   Other (specify) ___

9. PROPOSED DATE OF FIRST OFFERING
   Fall 1997

10. THIS COURSE □ IS REQUIRED □ IS AN ELECTIVE FOR THE WCC PROGRAM/CORE
    □ CAN FULFILL ____________________________ REQUIREMENT
    (Please specify) ____________________________

11. THIS COURSE □ INCREASES □ DECREASES □ MAKES NO CHANGE IN NUMBER OF CREDITS REQUIRED FOR THE PROGRAM/CORE

12. SIMILAR COURSES OFFERED ELSE WHERE:
    College(s): ____________________________
    Alpha, Number, Title: ____________________________

13. THIS COURSE IS
    □ ALREADY ARTICULATED □ APPROPRIATE FOR ARTICULATION □ NOT YET APPROPRIATE FOR ARTICULATION
    (Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)
    Not applicable

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:
    With the elimination of English 009 and English 010, a portion of Windward's population that is borderline for the developmental English courses will not be served. This course is not a remedial course, but a course to allow students to develop learning/study skills for college success.

REQUESTED BY: ____________________________ 12/11/96
   Elizabeth M. Young  Department Chairperson

APPROVED BY: ____________________________ 1/16/97
   David Jenkins  Curriculum Committee
   Date
   Paul R. Frey  Faculty Senate
   Date
   Dean of Instruction
   Date
   Provost
   Date

CCC M #6100
(Amended for WCC use Sept. 1991)

Change recorded by Catalog Preparer
# Levels of Review of Course Proposals at WCC

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
</tr>
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<tr>
<td>1. Subject Area (one or more instructors in the area)</td>
<td>10/10/96</td>
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<tr>
<td>[Signature]</td>
<td>12/10/96</td>
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<td>[Signature]</td>
<td>12/10/96</td>
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<tr>
<td>2. Department</td>
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<td>[Signature]</td>
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<tr>
<td>Department Chairperson</td>
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<tr>
<td>Was this course discussed in a dept. mng.</td>
<td>Yes</td>
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<td>3. Division</td>
<td>12-01-96</td>
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<tr>
<td>Assistant Dean of Instruction</td>
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<tr>
<td>4. Curriculum Committee Review</td>
<td></td>
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<tr>
<td>Approved</td>
<td>X</td>
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<tr>
<td>Disapproved</td>
<td></td>
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<td>Reason:</td>
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<tr>
<td>[Signature]</td>
<td>1/16/97</td>
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<tr>
<td>Curriculum Committee Chairperson</td>
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</table>
WCC FORM FOR NEW COURSE PROPOSALS

Course ISK 035 Submitted by Ishida-Babineau Date 12/10/97

1. How is this course related to the educational needs and goals of the College/Department/Community as reflected in the EDP?

As indicated in the current EDP, Windward recognizes the need to maintain the open door policy and to provide educational opportunities to those who seek an education. Even though it has been mandated that the community colleges no longer offer remedial courses in English and Mathematics, the English department feels that those students who are borderline for developmental courses will benefit from this course and will be better prepared to handle the rigors of college work.

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?

There is no need for additional staff, equipment, facilities, library/media material, faculty preparation and other financial support. The course will be taught by existing staff.

3. Is a similar course taught elsewhere in the UH system? no

If yes, provide details of how this course differs from existing similar courses.

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 English department recognizes the need to offer a course which will provide the essential learning/study skills for college success to those students who are borderline for the developmental English courses. This course will not have an impact on current curriculum since this course does not

5. Is a similar course taught on the upper division level by a 4-year UH transfer to a 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 (red). (See attached criteria for transfer courses.)

WCC 9/91
COURSE NAME: Learning Skills for College Success
COURSE NUMBER: LSK 35
CREDIT HOUR: 0.4
CATALOG DESCRIPTION: An integrated reading, writing, and study skills course designed to increase vocabulary, strengthen reading comprehension, and improve writing skills with an emphasis on sentence structure and patterns to insure student success in college.

PREREQUISITES: Nelson-Denny Score of 53 to 58; or consent of instructor.

ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIMES:

Additional lab time will be needed to complete individual assignments in The Learning Center (TLC) Lono 113. Although only two hours per week in the lab is required, it is suggested that students schedule at least three hours per week to complete lab assignments.

INSTRUCTOR: Ellen Ishida-Babineau
OFFICE: LONO 105
OFFICE HOURS:
TELEPHONE: 235-7486, office
235-0077, switchboard; leave message with operator.

EFFECTIVE DATE: Fall 1997
A. GOALS OF THE COURSE

At the end of the course, the successful student will be able to:

1. increase his/her vocabulary while using various vocabulary techniques;
2. improve his/her reading comprehension by developing and refining comprehension skills;
3. make an overall improvement in reading as indicated by post-testing;
4. recognize basic sentence structure and patterns;
5. recognize parts of speech;
6. compose compound and complex sentences;
7. recognize and correct fragments and run-on sentences;
8. compose coherent and unified paragraphs;
9. apply study skills to course material.

B. OBJECTIVES OF THE COURSE

Writing Skills:

1. Complete all assigned lessons in the text/workbook, Basic Writing Skills with Readings.
2. Demonstrate mastery of grammatical and mechanical skills in quizzes and exams (mid-semester and final) with passing scores of 70% or higher.
3. Complete all TLC assignments (see handout "Directions for Using Microlab").
4. Complete all writing assignments, including writing process stages (prewriting, drafting, and revisions).

Vocabulary Development:

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

Study Skills:

1. Complete assigned lessons and homework in study skills strategies techniques.

Comprehension Development:

TLC (Lab) Assignments:

1. Complete thirty (30) Reading for Understanding, Kit 2 cards. In order for the card to count as part of the thirty, the score must be 70% or above.
2. Complete assigned units up through Level I from the AIMS (Alternative Instructional Management System).
Class Activities:
2. Complete successfully the Mastery Tests for the chapters assigned. These tests need to be taken in TLC.
3. Complete all homework assignments for reading comprehension.

Other Activities:
1. Read two books (with instructor approval) of at least 200 pages and complete required assignment for each book.

C. MODE OF INSTRUCTION:

In this modified individualized reading/writing program, the primary mode of instruction will be lecture/discussion during the class session. In order to meet individual student needs, individualized lab work will be assigned.

D. GRADING

Grades will be assigned after the completion of all course requirements and the reading (Nelson-Denny score of 59 or above) and writing levels achieved by the end of the semester. Writing proficiency (correct grammar and usage in sentences and paragraph construction) will be determined by all writing assignments and the midterm and final exams. 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 English 021 and 022.

Grades Available:  
A = 90% or better  
B = 80% - 89%  
C = 70% - 79%  
NC = 69% or lower; OR if required proficiency level not achieved CR/NC option available: the student must have the official CR/NC form signed by the instructor by the last day to withdraw from courses.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>(A = 0-1 absences, B = 2, C = 3-4, D = 5-6, F = 7 or more)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary tests (chapter/unit)</td>
<td>10%</td>
</tr>
<tr>
<td>Writing mid-term and final exams</td>
<td>20%</td>
</tr>
<tr>
<td>Vocabulary homework</td>
<td>5%</td>
</tr>
<tr>
<td>Comprehension/writing (text) homework</td>
<td>10%</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>10%</td>
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<tr>
<td>Comprehension mastery tests</td>
<td>20%</td>
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<tr>
<td>Writing mastery tests</td>
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<tr>
<td>TLC lab work</td>
<td>10%</td>
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<tr>
<td></td>
<td>100%</td>
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</table>
E. REQUIRED MATERIAL

2. Goodman and Mohr: *Building Vocabulary Skills*.
4. Monthly or weekly planner.
5. Two portfolios: one for reading and one for writing.
6. Three-ring binder.