

## Washtenaw Community College Comprehensive Report

### ACS 107 College Reading and Learning Strategies Effective Term: Fall 2024

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** Academic Skills (new)

**Course Number:** 107

**Org Number:** 11100

**Full Course Title:** College Reading and Learning Strategies

**Transcript Title:** Coll. Reading & Learning Strat

**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:**

**Consultation with all departments affected by this course is required.**

**Outcomes/Assessment**

**Rationale:** The rationale is to bring the course up to date for the LMS conversion.

**Proposed Start Semester:** Fall 2024

**Course Description:** In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5.

#### 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:** Letter Grades

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

No Level Required

#### Requisites

**Prerequisite**

Academic Reading Level 3; no minimum writing level

**General Education****Degree Attributes**

Below College Level Pre-Reqs

**Request Course Transfer****Proposed For:****Student Learning Outcomes**

1. Apply active reading and learning strategies to summarize articles.

**Assessment 1**

Assessment Tool: Outcome-related reflective capstone project

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% ("C") or higher.

Who will score and analyze the data: Departmental faculty

2. Discuss and reflect on learning strategies essential to academic success.

**Assessment 1**

Assessment Tool: Outcome-related final project - student profile

Assessment Date: Fall 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% ("C") or higher.

Who will score and analyze the data: Departmental faculty

**Course Objectives**

1. Discuss different types of learning styles and the techniques applicable to each style.
2. Identify, discuss and implement effective time management strategies.
3. Determine meanings of unfamiliar words using context clues and word parts.
4. Identify the topic, main idea and supporting details in a reading.
5. Recognize patterns of organization, structure and transition words.
6. Discover and implement effective active reading strategies.
7. Demonstrate effective use of paraphrasing to summarize paragraphs.
8. Extend technical skills through the use of course software and internet assignments.
9. Utilize the library to identify resource materials.

**New Resources for Course****Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

**Equipment/Facilities**

Level III classroom

Computer workstations/lab

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Jessica Hale</i>	<i>Faculty Preparer</i>	<i>Jan 16, 2024</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Jan 17, 2024</i>
<b>Dean:</b> <i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Jan 22, 2024</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>May 06, 2024</i>
<b>Assessment Committee Chair:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>May 08, 2024</i>
<b>Vice President for Instruction:</b> <i>Brandon Tucker</i>	<i>Approve</i>	<i>May 20, 2024</i>

## Washtenaw Community College Comprehensive Report

### ACS 107 College Reading and Learning Strategies Effective Term: Fall 2022

#### Course Cover

**College:** Humanities, Social and Behavioral Sciences

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** Academic Skills (new)

**Course Number:** 107

**Org Number:** 11100

**Full Course Title:** College Reading and Learning Strategies

**Transcript Title:** Coll. Reading & Learning Strat

**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:**

**Consultation with all departments affected by this course is required.**

**Outcomes/Assessment**

**Rationale:** We are updating the master syllabus to align with the findings from the ACS 107 assessment report.

**Proposed Start Semester:** Winter 2023

**Course Description:** In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5.

#### 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:** Letter Grades

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

No Level Required

#### Requisites

**Prerequisite**

Academic Reading Level 3; no minimum writing level

**General Education****Degree Attributes**

Below College Level Pre-Reqs

**Request Course Transfer****Proposed For:****Student Learning Outcomes**

1. Apply active reading and learning strategies to summarize articles.

**Assessment 1**

Assessment Tool: Departmentally-created reflective capstone project

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% ("C") or higher.

Who will score and analyze the data: Departmental faculty

2. Discuss and reflect on learning strategies essential to academic success.

**Assessment 1**

Assessment Tool: Final Project - Student Profile

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% ("C") or higher.

Who will score and analyze the data: Departmental faculty

**Course Objectives**

1. Discuss different types of learning styles and the techniques applicable to each style.
2. Identify, discuss and implement effective time management strategies.
3. Determine meanings of unfamiliar words using context clues and word parts.
4. Identify the topic, main idea and supporting details in a reading.
5. Recognize patterns of organization, structure and transition words.
6. Discover and implement effective active reading strategies.
7. Demonstrate effective use of paraphrasing to summarize paragraphs.
8. Extend technical skills through the use of course software and internet assignments.
9. Utilize the library to identify resource materials.

**New Resources for Course****Course Textbooks/Resources**

Textbooks

Manuals

Periodicals

Software

Connect Reading Online Access . McGraw-Hill, 3 ed.

Publisher : MCG COURSE

### **Equipment/Facilities**

Level III classroom

Computer workstations/lab

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Jessica Hale</i>	<i>Faculty Preparer</i>	<i>Apr 11, 2022</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Apr 18, 2022</i>
<b>Dean:</b> <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Apr 19, 2022</i>
<b>Curriculum Committee Chair:</b> <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>May 23, 2022</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>May 27, 2022</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jun 01, 2022</i>

## Washtenaw Community College Comprehensive Report

### ACS 107 College Reading and Learning Strategies Effective Term: Fall 2019

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** Academic Skills (new)

**Course Number:** 107

**Org Number:** 11100

**Full Course Title:** College Reading and Learning Strategies

**Transcript Title:** Coll. Reading & Learning Strat

**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:**

**Consultation with all departments affected by this course is required.**

**Course title**

**Course description**

**Pre-requisite, co-requisite, or enrollment restrictions**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Course moved from Academic Skills Department to English & College Readiness Department (ENGD) effective Fall 2019.

**Proposed Start Semester:** Fall 2019

**Course Description:** In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5. The title of this course was previously College Reading and Study Skills.

#### 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:** Letter Grades

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

No Level Required

## **Requisites**

### **Prerequisite**

Academic Reading Level 3; no minimum writing level

## **General Education**

### **Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Apply active reading and learning strategies to summarize articles.

### **Assessment 1**

Assessment Tool: Departmentally-created reflective capstone project

Assessment Date: Winter 2018

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% or higher

Who will score and analyze the data: Department faculty

2. Expand reading vocabulary and implement strategies to improve.

### **Assessment 1**

Assessment Tool: Department-created vocabulary assessment

Assessment Date: Winter 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who complete the vocabulary assessment

How the assessment will be scored: Departmental answer key

Standard of success to be used for this assessment: 75% of students will score 73% or higher

Who will score and analyze the data: Course instructor

3. Discuss and reflect on learning strategies essential to academic success.

### **Assessment 1**

Assessment Tool: Final Project - Student Profile

Assessment Date: Winter 2018

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random representative sample of 20% of students who finish the capstone project

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 73% or higher

Who will score and analyze the data: Department faculty

## **Course Objectives**

1. Discuss different types of learning styles and techniques applicable to each style.
2. Identify, discuss and implement effective time management strategies.



3. Determine meanings of unfamiliar words using context clues and word parts.
4. Identify the topic, main idea and supporting details in a reading.
5. Recognize patterns of organization, structure and transition words.
6. Discover and implement effective active reading strategies.
7. Demonstrate effective use of paraphrasing to summarize paragraphs.
8. Extend technical skills through the use of course software and internet assignments.
9. Utilize the library to identify resource materials.

### **New Resources for Course**

#### **Course Textbooks/Resources**

##### Textbooks

Peter Mather and Rita McCarthy. *Reading and All That Jazz*, 6th ed. New York: McGraw-Hill, 2016, ISBN: 9781259726989.

##### Manuals

##### Periodicals

##### Software

#### **Equipment/Facilities**

Level III classroom

Computer workstations/lab

#### **Reviewer**

#### **Action**

#### **Date**

**Faculty Preparer:**

*Faculty Preparer*

*Jun 24, 2019*

**Department Chair/Area Director:**

**Dean:**

**Curriculum Committee Chair:**

**Assessment Committee Chair:**

**Vice President for Instruction:**

## Washtenaw Community College Comprehensive Report

### ACS 107 College Reading and Learning Strategies Effective Term: Winter 2019

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** Academic Skills

**Discipline:** Academic Skills (inactive)

**Course Number:** 107

**Org Number:** 11100

**Full Course Title:** College Reading and Learning Strategies

**Transcript Title:** Coll. Reading & Learning Strat

**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:**

**Consultation with all departments affected by this course is required.**

**Course title**

**Course description**

**Pre-requisite, co-requisite, or enrollment restrictions**

**Outcomes/Assessment**

**Objectives/Evaluation**

**Rationale:** Syllabus revision

**Proposed Start Semester:** Winter 2019

**Course Description:** In this course, students will identify and develop the essential skills for academic success. Instructional units include the learning strategies essential for academic success: comprehensive textbook reading skills, vocabulary development, learning styles, time management, note-taking, reading rate strategies, test-taking and 21st century literacies. Successful completion of this course with a minimum grade of "C" will raise students' Academic Reading level to 5. The title of this course was previously College Reading and Study Skills.

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**Grading Methods:** Letter Grades

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

No Level Required

## **Requisites**

### **Prerequisite**

Academic Reading Level 3; no minimum writing level

## **General Education**

### **Degree Attributes**

Below College Level Pre-Reqs

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

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## New Resources for Course

### Course Textbooks/Resources

#### Textbooks

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#### Manuals

#### Periodicals

#### Software

### Equipment/Facilities

Level III classroom

Computer workstations/lab

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
<b>Faculty Preparer:</b> <i>Bonnie Arnett</i>	<i>Faculty Preparer</i>	<i>Mar 08, 2018</i>
<b>Department Chair/Area Director:</b> <i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Mar 15, 2018</i>
<b>Dean:</b> <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Mar 16, 2018</i>
<b>Curriculum Committee Chair:</b> <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Apr 16, 2018</i>
<b>Assessment Committee Chair:</b> <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Apr 25, 2018</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Apr 27, 2018</i>