1. BRIEF EXPLANATION OF PROPOSED CHANGE:
Revision of ENG 103 College Reading to encompass both ENG 088 and ENG 103 objectives. This change includes increasing the student's credit hours from three to four credits commiserate with increasing required hours/week of instructional time from three to five (3 regular classroom/2 supplmental).

2. CHECK ITEM(s) BELOW FOR CHANGES DESIRED:
☐ New Course(s)
☐ Course Level (number) Change
☐ Revised Course
☐ Other (specify below):

I. Dean's Action:
☒ Approved ☐ Disapproved ☐ Returned for Recommended Change
(Signature) ___________________________ Date: 2/4/15

II. Curriculum Committee Action:
☒ Approved ☐ Disapproved ☐ Returned for Recommended Change
Chairperson (signature): ___________________________ Date: 3/3/2015

III. Faculty Senate Action:
☒ Approved ☐ Disapproved ☐ Returned for Recommended Change
Senate President (signature): ___________________________ Date: 3/2/15

Course change proposals and new course proposals approved by the senate are sent to the provost and president of the university as an informational items (Faculty Senate Constitution, Article I.B.)
KENTUCKY STATE UNIVERSITY

E. C. C. U. N. S. I. N. E.
CURRICULUM COMMITTEE

COURSE CHANGE PROPOSAL

ACADEMIC UNIT: LLP/English

DATE PREPARED: January 23, 2015

PRIMARY AUTHOR(S): Sandra Trammell, Florence Lovell, Saleema Mustafa, Shirley Hayes

ACADEMIC DISCIPLINE
FACULTY APPROVED: [Signature]
(Committee Chairperson's Signature) 2/4/15

CHAIRPERSON/DEAN
APPROVED: [Signature]
(Chairperson's/Dean Signature)

1. CURRENT COURSE NUMBER: ENG-103

2. CURRENT COURSE TITLE (Limited to 32 Spaces Including Blanks):
   ___ College Reading ___ ___ ___ ___ ___ ___

3. STARTING WITH:
   ___ Fall, ___ Spring, ___ Summer: 2015 - 2016 Academic Year

4. CROSSLISTING DEPARTMENTS (attach supporting letters):
   1) ____________________ (c) ____________________
   2) ____________________ (d) ____________________

5. CHECK ITEM(S) BELOW FOR CHANGES DESIRED:
   ___ Course Number ___ Course Title ___ Crosslist Status
   ___ Credits ___ Grading System ___ Prequisites ___ X
   ___ Planned Offering ___ Catalogue Description ___ Delete Course ___
   ___ Course Level ___ Required Status ___ Other
   (two hours of required
   supplemental instruction per week)

Final Faculty Senate Approved Form as of 10/4/89

Kentucky State University is an equal educational and employment opportunity/affirmative action institution.
6. EXPLANATION/JUSTIFICATION FOR REQUESTED CHANGE(S). ENTER BOTH CURRENT AND PROPOSED DATA FOR EACH CHANGE (use additional pages as necessary):

Credit change: changed from three to four hours credits

Credit change rationale: Students need additional credit because the course is a five-contact hour course (three hours taught by professor of record and two hours mandatory supplemental instruction. Lack of attendance in supplemental instruction will result in a student’s failing the course).

The revised course will encompass both English 088 and 103 skills thereby eliminating a non-credit bearing course. The elimination of a non-bearing credit course reduces cost and hours for the student.

Catalogue Description revision: English 103 is designed to improve general reading skills and develop critical reading through class (3 hrs/wk) and supplemental instruction (2 hrs/wk): required for entering freshmen and transfers with a 19 or below ACT reading score. Four-credit hours; may be counted as elective credit.

Catalogue description change rationale: Changes reflect revised course.

Prerequisites change: No course prerequisite. *ACT reading score of 19 or below placement

Prerequisites change rationale:
The revised course encompasses ENG 088 and 103 skills and eliminates a non-credit bearing course. The elimination of a non-bearing credit course reduces the cost and required hours for the student. Supplemental instruction reinforces reading skills previously taught in English 088.

*ACT score reflects CPE college readiness policy.
*Connected to the removal of ENG 088 Reading from University course offerings, students previously enrolled in that class and not having earned a satisfactory grade (C or above), will be required to enroll in ENG 103.

Other (addition of supplemental instruction): In addition to attending class three hours per week, students will attend two hours of supplemental reading classes taught by a professional.

Other (supplemental instruction) rationale:
Supplemental instruction will reinforce both critical reading and general reading skills (the latter previously taught in English 088). The supplemental instruction will enable students who would have been previously placed in English 088 to receive additional individualized assistance.
Kentucky State University
Division of Literature, Languages, and Philosophy
Department of English
Course: English 103
Course Title: College Reading (4 credit hours)
Syllabus

PROFESSOR:
OFFICE:
OFFICE PHONE:
FAX:
E-MAIL:

SEMESTER: fall 2015
CLASSTIME:
CLASSTIME:
CLASSROOM:
OFFICE HOURS:

I. MISSION STATEMENTS:
The Objectives and Learning Outcomes of this course directly support the Mission of the University, College, and Division, and may be found at:
www.kysu.edu/about; www.kysu.edu/academics/collegesAndSchools/default.htm;
www.kysu.edu/academics/collegesAndSchools/collegeofarts/arts/sciences/and/interdisciplinarystudies/default.htm.

II. NOTICE TO STUDENTS WITH DISABILITIES:
Any student who requires an accommodation due to a documented disability may contact the Disability Resource Center (DRC) at (502) 597-5076, or visit Hill Student Center, Suite 220C, to arrange for reasonable accommodations. The student is required to obtain verification from the DRC and deliver the signed DRC document to the instructor specifying the accommodations. The student is encouraged to complete this process at the beginning of the semester since an approval for accommodations is not retroactive. The accommodations become effective upon receipt of the DRC approval by the faculty member from the student. Additional information concerning DRC and accommodations can be found at http://www.kysu.edu/about/divisions/studentAffairsAndEnrollment/disabilityResourceCenter.htm.

III. COURSE DESCRIPTION – COURSE RATIONALE: English 103 is a four-credit hour course designed to improve general reading skills and develop critical reading through regular class time (3 hours/week) and reading studio (2 hours/week). It is a required course for entering freshmen and transfer students with ACT reading score of 19 or below. Credit hours earned may count as elective credit.

IV. COURSE OBJECTIVES:
Students will:
1. Read extended cumulative text (fiction & nonfiction; narrative & expository) related to varied disciplines.
2. Identify purposes, points of view, & general themes in cumulative text.
3. Identify overall focus and thesis in expository cumulative text.
4. Recognize explicitly stated main ideas and supporting details in expository text.
5. Map development of thesis and main ideas in expository text.
6. Make valid inferences and give specific text-based support from narrative and expository text.
7. Map plot line and theme development within extended cumulative-text narrative.
8. Present effective text based oral and written response based on engagement with cumulative text.
9. Use context, structural analysis, and dictionary to add terms and develop concepts.
V. STUDENT LEARNING OUTCOMES:
Through written assignments, tests, and oral response (i.e., one-to-one conferences, guided small group discussions, presentations), students will demonstrate ability to:
1. Differentiate types and purposes of narrative, informative, and/or argumentative written texts [Practice/Reinforcement Level];
2. Distinguish explicitly stated main ideas and supporting details in narrative and informative texts [Practice/Reinforcement Level];
3. Explain specific textual evidence to support inferences in narrative and informative texts [Practice/Reinforcement Level];
4. Apply various vocabulary building techniques such as using context clues and word analysis. [Reinforcement Level].

VI. REQUIRED TEXTS and MATERIALS:
Per individual instructor syllabus, required texts consist of narrative and expository works, fiction as well as nonfiction, and include at least one extended cumulative text of 20,000 words or more. A reading skill textbook may also be required.

VII. BLACKBOARD: Blackboard will be used to supplement or distribute course materials, at the instructor’s discretion. Students are required to enter their valid KSU e-mail address in Blackboard and use that address when they e-mail their professor or studio instructor.

VIII. COURSE SPECIFIC REQUIREMENTS, EXPECTATIONS, POLICIES:
Students are expected to attend class and complete assignments on time. The LLP divisional attendance policy published in the KSU Catalogue will be enforced. This policy states that missing more than twenty percent (20%) of the course’s total class meetings for any reason is in itself sufficient cause for a failing grade. Attendance is recorded from the first day of enrollment in the class through the day on which the final examination is scheduled and includes reading studio and required conferences. The instructor sets policy for tardiness and early departure. No absence excuses a student from meeting course requirements. Policies regarding accepting/penalizing late work are determined by the individual instructor. Additional requirements, expectations, and policies are found in the instructor’s supplemental syllabus.

IX. EVALUATION PROCEDURES:
Course grade is based on performance in classroom and reading studio (promptness, preparation, & productivity), oral response sessions (i.e., one-to-one conference, guided small group, presentation), written work, and tests. The instructor establishes specific policies, grading scale, and grade values. Final grades are reported as “A,” “B,” “C,” “D,” “F,” “W,” or “I.”

X. COURSE CALENDAR/SCHEDULE:
Specifics of the course calendar vary by instructor.
Individual instructors retain the right to make changes (delete, add, or modify) as the semester progresses.

SAMPLE CALENDAR OUTLINE ATTACHED
### Week One

**Introductions**: required texts, engaged attendance...

- course objectives: meaningful engagement with extended cumulative nonfiction & fiction re: varied disciplines...

**Instruction & Guided Workshops**: reader response & reading as responding

- tools for nailing down meaningful engagement.
  - (instructional handouts)

- 'bookmarking' response-points (bookmark quotations, specific text references; building a running-record; recording response (initial response: statements & questions; responding to vocabulary in context (new word as review & research question prompt).

### Week Two

**Required Text #1**: *XXX Xxxx Xxxx (Xxxx) book-length NARRATIVE*

**Review & Instruction**: meaningful engagement; leaving tracks and starting a running-record;

- bookmark quotations for specific text reference

- reader response: *questions for the text or for the world beyond*

**DUE DATE**: *XXX Xxxx Xxxx, ___—___ (min. of ___ personal response-points throughout)*

- **RUNNING RECORD**: ___ BOOKMARK QUOTATIONS

- **BOOKMARK CARD(S)**: front, ___ quotes (from running-record quotes)

- back, blank (to be used for in-class work)

**Instruction**: engaging with extended NARRATIVE text

- responding to WORDS in CONTEXT; vocabulary building as response

- recording response questions: embedding SPECIFIC TEXT REFERENCE

**Workshops**: reader response as vocabulary building: gauging prior knowledge of word or word part (roots, prefixes, suffixes) to meaning in context.

### Week Three

**DUE DATE**: *XXX Xxxx Xxxx, ___—___ (min. of ___ personal response-points throughout)*

- **RUNNING RECORD**: ___ new BOOKMARK QUOTATIONS added

- **BOOKMARK CARD**: on front, ___ quotes (drawn from running-record);

- on back, ___ response questions (See handout.)

**Review & Instruction**

- embedded text reference in response statements & questions

- response paragraphs: identifying the specific text prompt & initial response,

- developing response through explanation & exploration

**Guided Workshops**

- Development of Response vs. Explanation of Context (handouts: instruction & student samples)

- completing a quotation log entry: *quotation* from extended cumulative text *(w/ abbreviated citation)*

- explanation of context: *general context* type, purpose, & overall focus

- *intermediate context* key internal background for specific text

- *source note* (bibliography information)

- vocabulary building: reviewing dictionary skills

- using context to select the appropriate definition

### Week Four

**Oral Response Conferences** *(one-to-one; scheduled appointments)*

- focus: building evidence (demonstrating meaningful engagement with extended cumulative text)

- specific text reference; explanation of context

- required materials: the book + 2 typed copies bookmark record w/ specified # of quotes from personal running-record

**Guided Workshops**: using Context, knowledge of Word Parts, & Dictionary skills
Instructor/Course Name and Identifier

Week Five
Engaging with EXPOSITORY TEXT for STUDY READING
Identifying overall focus, purpose, and thesis in expository text.
Recognizing patterns of development, main ideas and supporting details.
Mapping development of thesis and main ideas in expository text.

Required Text: Xxxx Xxxxx (Xxxxxx) Nonfiction (multi-chapter Expository Text)
Instruction & Review: from Table of Contents to Graphic Organizer:
building a scaffold for effective study reading;
accumulating a running-record of bookmark quotations

Guided Workshop: using the Table of Contents to frame a graphic organizer;
from graphic organizer to effective predictive questions

DUE DATE: Xxxx Xxxxx (Xxxxxx) ___ — ___
RUNNING RECORD with ___ BOOKMARK QUOTATIONS
BOOKMARK CARDS (# of cards + directions to be added)
Instruction & Review: recognizing the feel of a question & calculating your right to an answer;
directional nudge: distinguishing anticipation from urge for replay;
whether predictive or review, forming focused questions for the text;
surveying for key-word prompts/ embedding key-word for focus

Guided Workshop: putting specific bookmark text into context (partial quotes into organizer)
from graphic organizer to effective review questions:
key-word “definition questions” & key-word “connection questions”

Week Six
Engaging with EXPOSITORY TEXT for STUDY READING (continued)
DUE DATE: Xxxx Xxxxx (Xxxxxx) ___ required Nonfiction (multi-chapter Expository Text)
RUNNING RECORD with ___ BOOKMARK QUOTATIONS
BOOKMARK CARDS (# of cards + specific directions to be added)
Instruction & Review: Recognizing Repeated Key Words
Noting Patterns of Exposition

Guided Workshops: recognizing pattern of development in EXPOSITORY TEXT
   Recognizing main idea
   Distinguishing type of support
   vocabulary: knowing patterns of development, key term to concept
   writing an extended definition

Week Seven
Engaging with EXPOSITORY TEXT for STUDY READING (continued)
DUE DATE: Xxxx Xxxxx (Xxxxxx) ___ required Nonfiction (multi-chapter Expository Text)
RUNNING RECORD with ___ BOOKMARK QUOTATIONS
BOOKMARK CARDS (# of cards + specific directions to be added)
Instruction & Review: Engaging with Extended Narrative Text (fiction & nonfiction):
   Establishing topic, characteristics & purposes:
   Who, what, when, where, & why - asking the journalist questions;
   Mapping an emerging theme.

   Engaging with Expository Text (nonfiction):
   Recognizing structure & purposes;
   Identifying Topic and Thesis;
   Mapping main points & development

Guided Workshop: using repeated key words for vocabulary building:
from choosing the right definition to explaining the concept.
### Guided Workshop: Compiling a set of Review Questions
- From graphic organizer to bookmark quotations to repeated key words, forming effective single-cue and connection questions

### Week Eight Preparation and Application: WORKING EXAM

#### Instruction & Guided Workshop:

Engaging with extended Narrative Text: response-points to bookmark quotations to initial response with specific text reference to effective Response Paragraph.

Engaging with extended Expository Text: table of contents to graphic organizer to effective predictive questions to bookmark quotations & repeated key words to key concept and main idea review questions to Explanation of Context and Extended Definition.

#### Working Exam Day 1
- (Bring two ink pens + correction fluid & standard paper.)
- **DUE:** one (1) typed copy of the Record of Bookmark Quotations previously brought to Oral Response Conference for cumulative narrative text, XXXXXX XXXXX

#### Working Exam Day 2
- (Bring two ink pens + correction fluid & standard paper.)
- **DUE:** two (2) typed copies of a Bookmark Record of 20 Quotations drawn from those compiled in your running-record and representing engagement throughout the assigned portion of XXXX XXXXX (cumulative expository text)

### Week Nine

#### Engaging with FICTION for university work

**REQUIRED TEXT:** XXX XXXXXX XXXXX (XXXXXXX)
- Communicating effective text-based oral and written response
- Review & the Art of Reading Critically: Moving from Response to Analysis
- Making valid inferences
- Giving textual support
- Mapping plot line and theme development

**DUE DATE:** Bring XXX XXXXXX XXXXX (XXXXXXX)

**Instruction & Review:** Recognizing emerging implications.
- Accumulating textual support for valid inferences.
- Thinking in Terms of a Particular Discipline:
  - The Elements of Fiction (w/ handout)

**Guided Workshop:** Vocabulary Building – talking the talk to write about literature

**DUE DATE:** XXX XXXXXX XXXXX (XXXXXXX) ___ ___
- RUNING RECORD with ___ BOOKMARK QUOTATIONS
- BOOKMARK CARDS (# of cards + specific directions to be added)

**Instruction & Review:** Critical Reading/Critical Thinking Beyond the Text:
- Response as Personal Research & Reflective Questions

**Guided Workshop:** Vocabulary Building – language for talking & writing about literature

### Week Ten

**Instruction & Review:** Reading a complete Novel for university work.
- Learning the language of literary analysis.
- Mapping emerging plot lines, character development, aspects of setting, and themes.

- Using specific text references in oral and written response.

**DUE DATE:** XXX XXXXXX XXXXX (XXXXXXX) ___ ___
- RUNING RECORD with ___ BOOKMARK QUOTATIONS
- BOOKMARK CARDS (# of cards + specific directions to be added)
Week Eleven  REQUIRED TEXT:  *Xxx Xxxxxx Xxxxxx (Xxxxxxxx)*

**Instruction & Review:** The Elements of Fiction (w/ handout)
Recognizing emerging implications.
Accumulating textual support for valid inferences.

**Guided Workshop:** Vocabulary Building – a language for talking & writing about literature

**DUE DATE:** *Xxx Xxxxxx Xxxxxx (Xxxxxxxx)*
**RUNNING RECORD with BOOKMARK QUOTATIONS**
**BOOKMARK CARDS (# of cards + specific directions to be added)**
**Instruction & Review:** Critical Reading/Critical Thinking Beyond the Text:
Response as Personal Research & Reflective Questions

**Guided Workshop:** Vocabulary Building – language for talking & writing about literature

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Week Twelve  WHOLE BOOK ORAL RESPONSE CONFERENCES

**Required:** novel & two typed copies of *Whole-Book Record of personal Bookmark Quotations.*

**Guided Workshop:** Reviewing context for personal bookmark quotations on all *typed* bookmark records.
Reengaging to generate personal *research* and *reflective questions* prompted by bookmark text in context.

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Week Thirteen

**Required text:** focus novel/focus expository text

**Instruction & Review:** Critical Reading & Thinking Critically Beyond the Text:
The Responding Reader: Personal Research & Reflective Questions

**DUE DATE:** 2 typed pages re: both your focus novel AND the cumulative text nonfiction:
1: 20 Quotations from your previously typed bookmark records
2: 20 personal RESEARCH QUESTIONS, each prompted by one bookmark point

**Guided Workshop:** Mapping your novel compared to building your expository text Graphic Organizer

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Week Fourteen vocabulary expansion: from recognizing key *words* to explaining key concepts

**Required texts:** *DICTIONARY* (substantial paperback c. 70,000 entries/digital not allowed in class)

*Xxx Xxxx (Xxxxxxxx)* (required nonfiction, multi-chapter Expository Text)

**Instruction & Review:** Reading to understand a *concept*
Composing Extended Definition

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Week Fifteen

**Instructional Focus:** Review & Exam Preparation

**Guided Workshop:** Focused Practice/Application

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Week Sixteen  FINAL EXAM times by University Schedule

**Required:** 2 typed copies of *Record of Personal Selection Bookmark Quotations* (specifics TBA)