



*Academic Affairs*  
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**MEMORANDUM**

**TO:** Academic Affairs Committee

**FROM:** Pat Toney  
Vice President of Academic Affairs

**DATE:** February 1, 2010

**RE:** Academic Affairs Committee Meeting

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The Academic Affairs Committee will meet as scheduled on Tuesday, February 9, 2010 at 2 p.m. in the Monk's Room.  
The agenda is as follows:

1. **Curriculum to be considered at this time:**

Humanities

Course Revisions – ENG 091

2. **Proposed revised governance forms**

Electronic forms are attached and requested documentation will be placed in member mailboxes.

3. **Policy Review - Restricted Registrations (see attached link)**

<http://www.qcc.mass.edu/PresidentsOffice/POLICIES/ADOBE%20POLICIES/version%20in%20adobe/version%20in%20adobe/Restricted%20Registrations%20for%20Weak%20Students%20Policy.pdf>

**QUINSIGAMOND COMMUNITY COLLEGE  
COURSE APPROVAL/REVISION  
CURRICULUM APPROVAL/REVISION  
PROGRAM REVISION  
ACTION FORM**

1. **Course/Program Title:** ENG 091 Intermediate Reading Skills

2. **Originator:** Betsy Zuegg

**Date:** 10/20/2009

3. **Academic Unit Dean:** Nicole Currier

**Date:** 10/20/2009

**Recommendation:** At the 1/20/2010 Humanities Division Meeting, the following recommendation was approved:

- Revise wording of ENG 091 course description as noted in attached document.

**Rationale:** Wording in the current course description needs updating to reflect the reality of and to be consistent with the goals and outcomes of the course (see attached). Wording in current description is outdated.

4. **Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**Academic Affairs Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

5. **Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**VP/Academic Affairs:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

6. **Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**Academic Affairs Committee** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

7. **Approved:** \_\_\_\_\_ **Not Approved:** \_\_\_\_\_

**VP/Academic Affairs:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Comments:**

Quinsigamond Community College

Request For A New Course Or Course Revision

Course Discipline Developmental English Division Humanities

Date \_\_\_\_\_

Course Title Intermediate Reading Skills

Course Number ENG 091

Lecture Hours 45 Credits 3 Clinic Hrs n/a Lab Hrs n/a

Prerequisite A grade of "C" or better in ENG 090 or appropriate placement score Corequisite n/a

Application As Elective? n/a

Course Effective Term Fall Year 2010

1) Does This Course Replace Another Course? \_\_\_\_\_ Yes X No

Which Course? \_\_\_\_\_

If Revision, Rationale For Revision Should Be Given Here:

Wording in the current course description needs updating to reflect the reality of and to be consistent with the goals and outcomes of the course (see attached). Wording in current description is outdated.

2) Is Course Content Similar To Other Courses Now Offered? \_\_\_\_\_ Yes X No  
If Yes, Attach Statement From Chairperson Of Department Offering Similar Course.

3) For Whom Is This Course Designed? Students requiring developmental English course(s) as indicated by their Accuplacer scores.

4) Required Course? X Yes \_\_\_\_\_ No Required For See above

5) Expected Enrollment Per Term 400 Per Year 800

6) Additional Staff? \_\_\_\_\_ Yes X No Number Of Additional Staff \_\_\_\_\_

7) Additional Space? \_\_\_\_\_ Yes X No Amount Of Additional Space \_\_\_\_\_

8) Additional Equipment? Yes X No Additional Cost \$ \_\_\_\_\_

9) Additional LRC Materials? \_\_\_\_\_ Yes X No Estimated Cost \$ \_\_\_\_\_

Signature: \_\_\_\_\_ (Library Services Director)

10) Text And Related Materials n/a

11) Attach Course Description And Outline To This Page

## Course Description for Catalog

### CURRENT

#### **ENG 091 Intermediate Reading Skills 3 credits**

This course prepares students to read independently at the college level. Students acquire strategies for improving vocabulary and reading comprehension while emphasizing both academic reading and reading for studying. In addition to regularly scheduled class meetings, extra lab work may be necessary to help students attain a mastery of vocabulary and comprehension. The minimal passing grade for developmental courses is a "C."

**Prerequisite: A grade of "C" or better in ENG 090 or appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU**

### PROPOSED

#### **ENG 091 Intermediate Reading Skills 3 credits**

This course helps students to read independently in college level courses. Students acquire strategies for improving vocabulary and reading comprehension as well as critical thinking skills while emphasizing both academic reading and reading for studying. The minimal passing grade for developmental courses is a "C."

**Prerequisite: A grade of "C" or better in ENG 090 or appropriate placement score. This developmental English course cannot be used to satisfy degree or certificate requirements. F/S/SU**

**ENG 090/091 BASIC/INTERMEDIATE READING COURSES**  
**CONTINUUM OF LEARNING OUTCOMES**

***Develop vocabulary***

OBJECTIVES:

- Expand vocabulary by 150 words
- Use context clues to determine word meaning
- Use word parts to determine word meaning
- Use the dictionary effectively
- Use the SQ3R method to approach reading tasks

RESOURCES

[www.dictionary.com](http://www.dictionary.com)

[www.wordsmyth.net](http://www.wordsmyth.net)

<http://www.m-w.com>

[www.westwords.com/guffey](http://www.westwords.com/guffey)

[www.nj.devry.edu/esc/vocab.htm](http://www.nj.devry.edu/esc/vocab.htm)

[www.csupomona.edu/~lrc/crsp/handouts/context\\_clues.html](http://www.csupomona.edu/~lrc/crsp/handouts/context_clues.html)

[www.rit.edu/~seawww/wordknowledge/wordkn06guided\\_6.html](http://www.rit.edu/~seawww/wordknowledge/wordkn06guided_6.html)

Overhead transparencies from “Guide to College Reading”: Using Context Clues

***Identify main idea and topic sentence, major and minor details and transitions***

OBJECTIVES

- Define the terms “general” and specific”
- Identify the topic of a paragraph
- Identify the stated main idea and topic sentence of a paragraph
- Identify the implied main idea and central point.
- Recognize supporting details and understand their relationship to the main idea
- Use transitions to see the connections between ideas

RESOURCES

<http://www.cerritos.edu/reading/topic1.html>

how to locate topic sentences

[http://www.public.asu.edu/~ickpl/project/Main\\_Idea.htm](http://www.public.asu.edu/~ickpl/project/Main_Idea.htm)

worksheet to use with articles from newspapers or journals

<http://www.literacynet.org/cnnsf/instructor.html>

Story modules and comprehension activities from CNN

<http://nytimes.com/learning/>

***Recognize common organizational patterns to improve recall***

OBJECTIVES

- Use organizational patterns to aid in comprehension
- Use transitional words to understand the relationships within and among sentences

RESOURCES

[Http://webster.comnet.edu/grammar/composition/organization.htm](http://webster.comnet.edu/grammar/composition/organization.htm)

<http://cuesta.cc.ca.us/campus/student/support/lrnskills.opp.htm>

<http://www.ecf.utoronto.ca/~writing/handbook-rhetoric.html>

<http://www.learner.org/teacherslab/math/patterns/logic.html#activities>

online logic pattern activities.

## *Develop effective reading study skills to improve comprehension*

### OBJECTIVES

- Learn a systematic method of reading called SQ3R
- Use highlighting effectively
- Make marginal annotations
- Paraphrase text
- Use outlining to organize ideas
- Summarize material

### RESOURCES

<http://www.classes.aces.uiuc.edu/ACES100/Mind/c-m2.html>

different kinds of concept maps

<http://www.byu.edu/cc/learning/text-mkg.shtml>

examples of highlighting and marking

<http://www.utexas.edu/student/utlc/handouts/1422.html>

<http://www.gsu.edu/~wwwrtp/pracread.htm>- a practice reading test

## *Read graphics*

### OBJECTIVES

- Read graphics effectively
- Integrate text and graphics
- Interpret and evaluate graphic and visual sources

### RESOURCES

<http://www.strategiecomm.com/usecharts.html>

<http://nytimes.com/learning/>

## *Develop critical comprehension reading strategies*

### OBJECTIVES

- Recognize inference
- Distinguish fact from opinion
- Recognize generalizations
- Identify an author's tone
- Identify an author's purpose
- Recognize bias
- Understand figurative language

### RESOURCES

Activity: find and print three different editorial cartoons that make a statement about the same topic. Discuss the inferences in each and how their main points differ. The Association of American Editorial Cartoonists,

[www.detnews.com/AAEC/AAEC.html](http://www.detnews.com/AAEC/AAEC.html)

<http://www.people.memphis.edu/~kshawes/crltoc.html>

<http://www.literacynet.org/cnnsf/instructor.html>

[http://www.st-charles.lib.il.us/readers\\_service/adltread.htm](http://www.st-charles.lib.il.us/readers_service/adltread.htm)

## *Find and evaluate electronic sources*

### OBJECTIVES

- Locate electronic sources effectively
- Evaluate Internet sources
- Read electronic text

## RESOURCES

[www.google.com](http://www.google.com)

[www.yahoo.com](http://www.yahoo.com)

[www.altavista.com](http://www.altavista.com)

[www.webcrawler.com](http://www.webcrawler.com)

[www.infoseek.com](http://www.infoseek.com)

[www.excite.com](http://www.excite.com)

[www.nytimes.com](http://www.nytimes.com)

<http://www.vts.rdn.ac.us/> is a site for British students, but it can be a useful tool to learn how to use the Internet to help with coursework, literature searching and research.

[www.stepware.com/etext/html](http://www.stepware.com/etext/html)

E-text and e-book links

## *Skim and scan text*

### OBJECTIVES

- Skim text to get an overview
- Scan to locate specific information quickly

### ***Literal Comprehension:***

This is the most basic and most used level of comprehension. It is the level used to follow a recipe or the directions for putting together a swing set. It is also the level of comprehension necessary for understanding the main idea in a news story, a magazine article or a chapter from a text book. Everyday reading skills such as skimming and scanning telephone directories, catalogs and movie listings seldom require more than literal comprehension. At this level, the student should be able to

- Develop vocabulary and use new words regularly
- Find main ideas and supporting details
- Identify patterns of organization
- Understand the difference in reading on the Internet and traditional printed material
- Know how to search for information on the Internet

### ***Critical Comprehension:***

At this level of comprehension, there is interplay between the reader and the text or author which usually results in a new understanding. This involves reading and thinking on a deeper level. At this level, the student should be able to

- Distinguish fact from opinion
- Recognize the author's intent, attitude and tone
- Recognize the author's bias
- Recognize inferences
- Make critical judgments and draw conclusions

### ***Suggested topics to be covered in ENG 090, Basic Reading:***

- Vocabulary skills
- Identify main ideas and topic sentences, major and minor details and transitions
- Recognize common organizational patterns
- Develop effective reading study skills to improve comprehension

### ***Suggested topics to be covered in ENG 091, Intermediate Reading:***

- Vocabulary skills
- Identify main idea and topic sentence, major and minor details and transitions
- Recognize common organizational patterns
- Develop effective reading study skills to improve comprehension
- Read graphics
- Develop critical comprehension reading strategies
- Find and evaluate electronic sources
- Skim and scan text

## Course Revision Proposal

Type of Revision: ___ Description ___ Prerequisite ___ Corequisite ___ Number ___ Title ___ #credits ___ Elective Type ___ other (explain)	
Course Discipline or Department:	Division:
Current Course Title:	
Current Course Number:	
Current Course Description (as it appears in the college catalog):	
Proposed Description (include all proposed changes):	
Rationale for the change:	
For change in the number of credits, provide a description of the change in course content.	
Does the proposed change affect another department? Yes ___ No ___ If yes, explain and please confer with the coordinator of the affected department.	
If this change affects a program grid, please submit a Program Revision Proposal.	

Quinsigamond Community College  
**New Course Proposal**

Course Discipline/Division:	
Course Title:	
Course Number:	
Prerequisites and/or corequisites (confer with affected department coordinator):	
CIP code (check with IR Office):	
Effective Term/year:	
Give a rationale for the new course. Be sure to indicate whether this course replaces another course.	
Is the course content similar to other courses now offered? Yes ____ No ____ If yes, attach a statement for the coordinator of the department offering the similar course.	
Please indicate if this course will serve as any of the following types of electives <input type="checkbox"/> Elective <input type="checkbox"/> Discipline specific (name the discipline) <input type="checkbox"/> Interdisciplinary (confer with Liberal Arts Coordinator) <input type="checkbox"/> Program specific <input type="checkbox"/> Multiple perspective (confer with the Liberal Arts Coordinator)	
Is this course required for a program? If yes, submit a separate Program Revision Proposal or New Program Proposal.	
Expected enrollment per term:	Expected enrollment per year:
Will any of the following be required:  <div style="text-align: center;">           Additional staff ____    Additional space ____    Additional equipment ____         </div> Provide a rationale for any needs indicated above and include approximate cost of equipment.	
Library print and non-print resources in support of this course: \$500	

## Course Materials

Course title:		
Course number:		
Credits:		
Lecture Hours:	Lab hours:	Clinic Hours:
General course description and prerequisites (as it will appear in the catalog):		
All required texts and paperbacks, including information on publisher and edition used (provide a suggested text):		
Instructional Objectives (list):		
Teaching procedures: (provide suggested teaching methodology):		
Course topics and/or assignments and/or required and/or supplemental reading (provide a list of suggested course topics):		
Other information: <ul style="list-style-type: none"><li>• Suggested basis for student grading and criteria for evaluating student performance</li><li>• Suggested attendance policy</li><li>• Suggested plagiarism statement</li></ul>		

Recommended Student Learning Outcomes and Assessment Methodology

	Student Learning Outcome	Assessment Methodology	Does this outcome fulfill a Gen Ed Goal? Indicate which goal(s) See attached list	Does this outcome fulfill a program goal? Attach a list of program goals and use numbers
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Attachment: Course description guidelines

Quinsigamond Community College  
Degree Program or Certificate Revision Proposal

Program:
Division:
Degree type:
Provide a detailed list of the proposed changes to the program. 1. 2. 3. 4. 5.
Attachments: Current program grid Proposed program grid Course descriptions for any new courses or revised courses that are part of the program revision
Submit separate proposals for any new courses or revised courses in the program.
Provide a rationale for the proposed changes .
Do any of the proposed changes affect another department? Examples include the deletion or addition of program courses that are offered by other departments. Please confer with the coordinators of affected departments.
Do any of the proposed changes affect articulation agreements? Consult with the Transfer Coordinator.
For an associate degree program, are there any changes in the number of general education credits that could affect MassTransfer?  If yes please provide a rationale.
Will any of the following be required: Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.

Quinsigamond Community College  
**New Degree Program or New Certificate Proposal**

Program:
Division:
Degree type:
CIP code for the degree program or certificate (check with IR Office):
Attachments: Proposed program grid Course descriptions for any new courses or revised courses that are part of the new program
Submit separate proposals for any new courses or revised courses in the program.
Provide a rationale for the proposed new program. Include program goals and a description of employment and/or transfer opportunities.
Does any aspect of the proposed program affect another department? Please confer with the coordinators of affected departments.
For an associate degree program, does the proposed program meet the general education credit requirement for MassTransfer?  If no, please provide a rationale.
Will any of the following be required: Additional staff ____ Additional space ____ Additional equipment ____ Provide a rationale for any needs indicated and include approximate cost of equipment.
Start-up collection of library resources in support of this program: \$2,500

Department of Higher Education Requirements

1. For a new certificate (under 30 credits) or a new option /track/concentration in an existing degree program, the DHE must be notified 60 days prior to announcing the program change. These changes do not require action by the DHE.
2. For a certificate over 29 credits or a new degree program, the appropriate application must be filed with the DHE. See website [www.mass.edu/forinstitutions/academic/publicnewdegrees.asp](http://www.mass.edu/forinstitutions/academic/publicnewdegrees.asp)

**QUINSIGAMOND COMMUNITY COLLEGE  
ACTION FORM SIGNATURE SHEET**

**1. Type of Proposal (check one)**

Course Revision       New Course       Program Revision       New Program

**2. Course or Program Name:**

**3. Originator:**

**Date:**

**4. Division Dean:**

**Date:**

**5. Brief Description of the Proposal:**

**6. Division Recommendation:**

**7. Academic Affairs Staff:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**Comments:**

**8. VP/Academic Affairs:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**Comments:**

**9. Academic Affairs Committee:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Recommended:** \_\_\_\_\_ **Not Recommended:** \_\_\_\_\_

**Comments:**

**10. VP/Academic Affairs:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved:** \_\_\_\_\_ **Not Approved:** \_\_\_\_\_

**Comments:**

FOR NEW PROGRAM/CERTIFICATE OR PROGRAM/CERTIFICATE CLOSURE ONLY

President: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_

Board of Trustees: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: \_\_\_\_\_ Not Approved: \_\_\_\_\_

DRAFT