



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> <b>Arts and Letters</b>	<b>Academic Organization (Department):</b> <b>Learning Skills Center</b>	<b>Date:</b> <b>April 1, 2008</b>
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> <b>Robby Ching</b>	<b>Submitted by:</b> <b>Robby Ching</b>
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u></b>	<b>For Catalog Copy: Yes <u>X</u> No ___</b> <b>CCE (Extension): Yes ___ No <u>X</u></b>	<b>Semester Effective:</b> <b>Fall <u>X</u> Spring __, 2008 __</b>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</b>	
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**Change from:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> LS 60	<b>Title: Reading for Speed and Efficiency</b>	<b>Units: 1 unit</b>
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog Nbr (course no.):</b> LS 60	<b>Title: Reading for Speed and Efficiency</b>	<b>Units: 2 units</b>
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**JUSTIFICATION:**

LS 60 is a teacher-taught course that includes a self-paced computer reading lab where students use software to help improve reading speed. Students use the lab on a weekly basis; the instructor of the course monitors their attendance. They also are required to do an additional 12 hours of independent work in the lab. Adding an additional unit would reflect the lab work that the students are required to do in addition to one classroom hour/week.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

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**Note:**

**Prerequisite:**  
Enforced at Registration: Yes \_\_\_ No X

**Corequisite:**  
Enforced at Registration: Yes \_\_\_ No X

**CAN (California Articulation Number):**

**Graded: Letter \_\_\_ Credit/No Credit X**      **Instructor Approval Required? Yes \_\_\_ No X**

**Course Classification (e.g., lecture, lab, seminar, discussion):**  
Lecture/lab 04/12      **Title for CMS (not more than 30 characters)**  
Reading for Speed & Efficiency

**Cross Listed?**  
Yes \_\_\_ No X      **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

**How Many Times Can This Course be Taken for Credit? 2**

**Can the course be taken for Credit more than once during the same term? Yes \_\_\_ No X**

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

*After successful completion of the course, you will be able to:*

- Understand and apply appropriate reading strategies to various texts
- Read faster without losing comprehension
- Use various techniques to improve your reading comprehension, including making accurate inferences and understanding textual organization
- Make more effective use of your study time
- Better understand what is involved in "reading critically" and to apply this understanding to academic texts
- Use new strategies for acquiring academic vocabulary

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

**GRADING:** In order to receive the two units of credit for this course, you must:

- Complete the vocabulary project (total of 30 words, minimum)
- Pass a quiz on your vocabulary words at the end of the semester
- Complete at least 24 lab sessions
- Have no more than 2 lecture absences
- Show improvement on the Nelson-Denny post-test in reading speed and/or comprehension

**For whom is this course being developed?**

Majors in the Dept \_\_\_ Majors of other Depts \_\_\_ Minors in the Dept \_\_\_ General Education \_\_\_ Other X

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes \_\_\_ No \_\_\_

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No X

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None

***The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.***

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

**Signatures:**

	Date
Department Chair: <i>Robert J. Clune</i>	4/18/08
College Dean or Associate Dean: <i>Robert J. Clune</i>	4-30-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

**LS 60M: READING SPEED AND EFFICIENCY  
FALL 2008**

**Instructor:** Lori Neuffer

**Lecture:**

**Phone:** 278-6725

**Office**

**E-mail:** wildrosefarm@aol.com

**Office Hours:**

**COURSE DESCRIPTION:**

This is a two-unit, credit/no credit advanced reading course. It is designed to help students improve their reading speed, comprehension, and analytical skills by learning effective reading strategies. If you apply these strategies when you study, your comprehension and retention will improve. However, the course cannot magically improve your reading skills; it is your responsibility to use the strategies introduced in the course as you read assignments for your other courses. This course is recommended for students enrolled in English 1, English 1A, English 20 and other advanced courses that require strong reading skills. LS 15 students can attend if they have already taken LS 5 or if their reading score on the Nelson-Denney is higher than 9.0.

After successful completion of the course, you will be able to:

- Understand and apply appropriate reading strategies to various texts
- Read faster without losing comprehension
- Use various techniques to improve your reading comprehension, including making accurate inferences and understanding textual organization
- Make more effective use of your study time
- Better understand what is involved in "reading critically" and to apply this understanding to academic texts
- Learn new strategies for acquiring academic vocabulary

**REQUIRED MATERIALS**

- 1) LS 60 requires a very inexpensive textbook. Unfortunately, to keep it cheap (around \$10), you will need to go off campus to buy it at Copy Central (925 Howe Ave, 641-5535).
- 2) For the vocabulary project, buy 3x5" cards, punch holes in the upper left-hand corner and put them on a ring.

**COURSE REQUIREMENTS**

**LECTURE:**

- **Attendance:** The portion of this class only meets once a week; therefore, it is very important that you attend regularly and participate in class. More than two absences will result in no credit. Arriving late disrupts the class and distracts the other students. Do your best to be in class 2-3 minutes before the hour so that the class can begin exactly on time. Make sure I mark you present if you are late to class. If you do miss a class, you are still responsible for the homework assignments. Contact me immediately if you must miss a class for any reason.

- **Vocabulary Project:** You will be required to personally acquire vocabulary by creating a personal vocabulary card file of at least 30 words. I will collect and check your Vocabulary Project three times, and at the end of the semester, you must turn in a complete Vocabulary Project in order to receive credit. At our final conference, I will quiz you about the words in your log, so be sure to review them regularly.
- **Homework:** In addition to your on-going Reading Lab sessions and Vocabulary Project, you will occasionally be required to read and annotate an article or write a journal. These assignments must be completed on time.

## 2) READING LAB:

- You must complete a minimum of **12 scheduled lab sessions** and 12 additional "TBA" sessions, for a total of 24 lab sessions. You must also maintain an up-to-date Reading Lab Log (handout) to receive credit. You must attend lab each week. If you miss lab, you are allowed **only one make-up session per week. Two sessions on the same day will be counted as one, so don't try to do two on the same day.**

**NOTE: Your Reading Log will be checked against the computer records for accuracy.**

- You must both save the results of the 12 scheduled lab sessions and the 12 TBA sessions on your assigned reading lab computer and write your results on the Reading Log. If you do not, I have no way to verify that you actually completed all the labs, and you will not receive credit for the course.

**GRADING:** In order to receive the two units of credit for this course, you must:

- Complete the vocabulary project (total of 30 words, minimum)
- Pass a quiz on your vocabulary words at the end of the semester
- Complete at least 24 lab sessions
- Have no more than 2 lecture absences
- Show improvement on the Nelson-Denny post-test in reading speed and/or comprehension. (Be sure to attend on the day the test is given!)

**TENTATIVE WEEKLY SCHEDULE – FALL 2008**

DATE	TOPIC & ON-GOING ASSIGNMENTS
	<b>(other assignments will be given in class)</b>
<b>Week 1</b>	Questionnaires Syllabus Introductions Reading Myths & Habits Vocabulary Project explanation
<b>Week 2</b>	<b><u>PRE: NELSON-DENNY READING TEST</u></b>  Vocabulary Project assigned  <b>DUE: Reading Journal #1 (typed, double-spaced, ½ - 1 page)</b> <b>A few more journals will be assigned and announced in class throughout the semester.</b>
<b>Week 3</b>	Nelson-Denny Test Results  <i>The Ultimate Speed Reader Program</i> Introduction to the Reading Lab. <b>Meet in LSN 2100 today!</b> <b>DUE: Vocabulary Project Check: 3 words</b> <ul style="list-style-type: none"> <li>• <b>Lab #1</b></li> </ul>
<b>Week 4</b>	General Reading Strategies Annotation of Texts <ul style="list-style-type: none"> <li>• <b>Lab #2</b></li> <li>• <b>Total 6 vocabulary words</b></li> </ul>
<b>Week 5</b>	Topics / Main Ideas Finding Main Ideas Using Key Words <ul style="list-style-type: none"> <li>• <b>Lab #3</b></li> <li>• <b>Total 9 vocabulary words</b></li> </ul>
<b>Week 6</b>	Refining Dictionary Skills <b>DUE: Reading Journal #2 (typed, double-spaced, ½ - 1 page)</b> <ul style="list-style-type: none"> <li>• <b>Lab #4</b></li> <li>• <b>Total 12 vocabulary words</b></li> </ul>
<b>Week 7</b>	Vocabulary in Context <ul style="list-style-type: none"> <li>• <b>Lab #5</b></li> <li>• <b>Total 15 vocabulary words</b></li> </ul>
<b>Week 8</b>	Understanding Inferences <ul style="list-style-type: none"> <li>• <b>Lab #6</b></li> <li>• <b>Total 18 vocabulary words</b></li> </ul>
<b>Week 9</b>	Understanding Patterns of Organization <b>DUE: Vocabulary Project (total of: 21 words or 7 prefix lessons)</b> <ul style="list-style-type: none"> <li>• <b>Lab #7</b></li> </ul>

<b>Week 10</b>	<p>Patterns of Organization (continued)  <b>DUE: Reading Lab Log (Turn in at least 6)</b></p> <ul style="list-style-type: none"> <li>• Lab #8</li> <li>• Total 24 vocabulary words</li> </ul>
<b>Week 11</b>	<p>Recognizing Point of View  <b>DUE: Reading Journal #3(typed, double-spaced, ½ - 1 page)</b></p> <ul style="list-style-type: none"> <li>• Lab #9</li> <li>• Total 27 vocabulary words</li> </ul>
<b>Week 12</b>	<p>Recognizing Arguments &amp; Rhetorical Appeals: Ethos, Pathos, and Logos</p> <ul style="list-style-type: none"> <li>• Lab #10</li> <li>• Total 30 vocabulary words</li> </ul>
<b>Week 13</b>	<ul style="list-style-type: none"> <li>• Lab #11</li> </ul>
<b>Week 14</b>	<p>Test Taking Strategies</p> <ul style="list-style-type: none"> <li>• Lab #12</li> </ul> <p>POST: <u>Nelson-Denny Reading Test</u> ✍</p>
<b>Week 15</b>	<p><b>MEET ME FOR YOUR FINAL CONFERENCE.</b>  <b>DUE:</b></p> <ul style="list-style-type: none"> <li>• COMPLETED READING LAB LOG</li> </ul> <p><b>VOCABULARY PROJECT (MIN. 30 WORDS). MAKE SURE YOU KNOW THE WORDS!</b></p>
<b>Week 16</b>	<b>No CLASS!</b>

**IMPORTANT:** COURSE GRADES WILL BE POSTED ON *MySacSate* THE LAST DAY OF FINALS WEEK.