Please fill in all information. Required signatures are on page 2 of this form. Please return to:
Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Lisa Cooper</th>
<th>Phone: 946-3218</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: November 14, 2006</td>
<td>School or College: EDU Department: ERC</td>
</tr>
<tr>
<td>Proposed Course #: No Change (NC)</td>
<td>Title: NC</td>
</tr>
<tr>
<td>Proposed Prerequisites: An appropriate test score or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td>Proposed Units: NC Enrollment/Expected Enrollment: NC</td>
<td>Grade Option: Letter Grade</td>
</tr>
<tr>
<td>Existing Course Title: Reading for College</td>
<td></td>
</tr>
<tr>
<td>Existing Course #: READ 31</td>
<td></td>
</tr>
<tr>
<td>Existing Unit Value: 2</td>
<td></td>
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<tr>
<td>Existing Prerequisites: Placement on the basis of basic skills reading test</td>
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</tbody>
</table>

Revised catalog description (attach additional sheet if necessary). Attach a syllabus:
Add: A grade of C- or better is required to satisfy the University's Basic Skills requirement in reading.

Describe the proposed changes and provide a rationale (attach additional sheet if necessary).
Changes to prerequisites and description reflect recent University policy changes as well as new course placement practices.

If approved, when will this be implemented? Fall ☑️ Spring ☐ Year 2006-2007

What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)? none.

Describe any special facilities, furnishings, or technical needs. List software needs, if any.
none.
APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

1. Action by department requesting addition/change:
   Approved by: [Signature] Date: 11/10/06

2. Action by the Curriculum Committee of the School/College:
   Approved by: [Signature] Date: 12/04/06

3. Action by the Dean of the School/College:
   Approved by: [Signature] Date: 12/20/06

4. Action by the Dean of the Library:
   Approved by: [Signature] Date: 6/9/07

5. Action by the Director of Educational Technology Services (if computer lab, software needed):
   Approved by: N/A Date: 

6. Action by the Registrar:
   Approved by: [Signature] Date: 01/17/07

7. Action by the General Education Committee (as appropriate):
   Approved by: N/A Date: 

8. Action by the Graduate Studies Committee (as appropriate):
   Approved by: N/A Date: 

9. Action by the Academic Affairs Committee:
   Approved by: Date: 

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
Current Catalog Copy:

READ 31. Reading for College (2)
Examination of the nature of the reading process and of techniques used by successful readers. Development of vocabulary, comprehension, concentration, memory and fluency skills. Placement on the basis of basic skills reading test. Pass/No credit (P/NC) grading option is not allowed for this course.

Recommended revision (with changes highlighted):

READ 31. Reading for College (2)
Examination of the nature of the reading process and of techniques used by successful readers through the development of vocabulary, comprehension, concentration, memory and fluency skills. Placement on the basis of basic skills reading test. Pass/No credit (P/NC) grading option is not allowed for this course. A grade of C- or better is required to satisfy the University's Basic Skills requirement in reading. Prerequisites: An appropriate test score or permission of the instructor.
high school. Prerequisites include a satisfactory score on the Intermediate Algebra placement test. This course is taught using a Personalized System of Instruction and meets three hours per week. (Students who complete MATH 5 and 7 may enroll in Calculus MATH 51). Prerequisites: A grade of C- or better in MATH 5 or an appropriate score on the Mathematics Placement Test and permission of the instructor.

ESL 9. Intermediate ESL: Pronunciation, Speaking and Listening (3)
Intermediate level skills in speaking and listening comprehension will be the focus, including pronunciation, intonation, stress and intonation. Audio tapes of short talks on academic topics will be used as material for listening, note-taking and discussion.

ESL 10. Intermediate ESL: Writing and Grammar (3)
This course will lead students from writing simple paragraphs to longer, more complex compositions using chronology, enumeration, comparison/contrast, definition, and cause and effect as patterns of organizing content. The English tense and aspect system will be reviewed with other basic concepts of English grammar. More advanced concepts, such as modals and clause structure, writing paragraphs, compositions, and journal entries will be introduced. Placement in this course is on the basis of ESL testing. Pass/No credit (P/NC) grading option is not allowed for this course.

ESL 13. Advanced ESL: Reading and Grammar Development (3)
Reading for comprehension, related study skills and vocabulary expansion with particular attention paid to grammatical forms used in readings. Selections will help prepare students for textbook and journal article reading at the college level. A variety of topics common to a general education curriculum will be covered. Pass/No credit (P/NC) grading option is not allowed for this course.

ESL 15. Advanced ESL: Writing and Grammar Development (3)
Training in a variety of academic forms: note-taking, outlining, summaries, paraphrasing, reports, a short term paper, essays and journal writing. Complex grammatical patterns are studied and integrated into the writing assignments. These include verb phrase forms, indirect speech, conditional clauses, gerunds and infinitives, and the passive voice. Attention is also paid to correct word formation. Placement in this course is on the basis of ESL testing or prerequisite of ESL 10 or equivalent. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 17. Writing from Cultural Perspectives (3)
Concentrates on word formation and sentence-level grammar in the English language used in composing short essays typical of college writing. Placement on the basis of ESL and writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 19. Basic Writing (3)
Concentrates on the practical application of writing theory to develop confidence and competence in written composition skills. The course credit does not apply toward graduation. Placement on the basis of writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

WRIT 21. Writing for College (3)
Introduction to the types of written assignments required in college courses, including the research paper, expository writing and argumentation. Weekly writing assignments and individual conferences with instructor. Placement on the basis of writing competency test results. Pass/No credit (P/NC) grading option is not allowed for this course.

ESL 23. Advanced ESL: Speaking and Pronunciation (2)
The pronunciation, rhythm, stress and intonation of American English will be studied and practiced, as well as skills needed for academic discussion. Students will receive help in improving pronunciation of sounds.

ESL 25. Advanced ESL: Listening (2)
The understanding of college-level lectures and peer discussion will be stressed. Both audio and video material will be presented for practice in listening, note-taking and comprehension.

READ 31. Reading for College (2)
Examination of the nature of the reading process and of techniques used by successful readers. Development of vocabulary, comprehension, concentration, memory and fluency skills. Placement on the basis of basic skills reading test. Pass/No credit (P/NC) grading option is not allowed for this course.

READ 51. Reading Efficiency Development (2)
Increasing reading efficiency through use of rhythmic eye movements, analyzing text organization and reading for specific purposes. Development of sophisticated analytical, critical and aesthetic reading strategies.

READ 61. Study Efficiency (2)
Development of skills inherent in effective college learning, such as time management, study strategies, research techniques, preparing for and taking exams and self-management (decision-making, goal-setting, accomplishing goals). Offered spring semester.

development

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University of the Pacific
Benerd School of Education
Educational Resource Center
READ 31 - Spring Semester 2006

Course Code: Section 1 and 2
Instructor: Arthur Murrillo
Class Location: Education Building 117
Class Time: TTH 10:00 – 10:50 (Sec. 1) TTH 11:00 – 11:50 (Sec. 2)
Units: 2
Office Hours: Bannister Hall Office # 226 (Upstairs, next to the Math Lab)
              Tuesday 8:30 – 9:45 am and 12:30 – 3:30 pm
              Thursday 8:30 – 9:45 am and 12:30 – 5:00 pm

Communication: Phone: 946-3219 leave a message
                 e-mail: a_murrillo@pacific.edu
                 The best way to contact me and get a quick reply is by e-mail

Course Description
Examination of the nature of the reading process and of techniques used by successful readers.
Development of vocabulary, comprehension, concentration, memory and fluency skills.
Placement on the basis of basic skills reading test.
Pass/No credit (P/NC) grading option is not allowed for this course.

Required Texts and Supplies

Strategies for Success at UOP, by Vivian Snyder.
(Available in class or at the Educational Resource Center, Bannister Hall)

Strategies cost: $15.00
Copying charge for class: $ 5.00
Total cost for materials: $20.00
(Cash or check for $20.00 should be made out to Educational Resource Center)
Course Learning Objectives

1. Understand the nature of the reading/thinking process.
2. Understand the major divisions of reading performance: vocabulary, comprehension, and rate flexibility.
3. Assess your reading/study strengths and weaknesses and evaluate your growth in reading/study improvement.
4. Apply pre-reading activities to content material including previewing and setting purposes for reading.
5. Develop reading fluency and flexibility.
6. Understand study skill components.
7. Provide in-class and outside-of-class assignments to practice the comprehension, rate flexibility, and study skill techniques introduced.

Course Requirements

1. Attend regularly and actively participate in class. Progress in reading efficiency depends upon regular practice as provided in this class. (See departmental attendance policy below.)
2. Spend sufficient time outside of class to complete the readings and assignments.
3. Complete all written assignments within their designated time allotment. Assignments turned in late will receive half credit. Your accumulated points will be reduced for each assignment not completed.
4. Bring the appropriate text(s) or readings to all class meetings.
5. Maintain an organized notebook for course information, notes and materials.
6. Complete all tests.
7. Apply the suggested skills and techniques to your current work in other courses.
8. Complete textbook and other assigned reading assignments.
Honor Code

"Established in 1958, the University Honor Code is intended to maintain and preserve the high standards of personal character and integrity vital in academic pursuits. Acceptance of the code and the cooperation of every student is essential to the success of the Honor Code. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during examination; or to submit all or part of someone else’s work or ideas as one’s own. If a student violates the Honor code, he/she may be penalized by failure for the assignment or for the course.” Students are expected to abide by the provisions of the Honor code.

Method of Evaluation and Grading Policy

The final course grade will be based on a percentage of the total number of points possible. You will accrue points for all your work done in class and out of class. The course is divided into three segments as follows:

- **Quiz (2 @ 10 points each)**
- **Other Assignments**
- **e-portfolio**
- **Test (2 @ 25 points each)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>95-100</th>
<th>90-94</th>
<th>88-89</th>
<th>83-87</th>
<th>80-82</th>
<th>78-79</th>
<th>73-77</th>
<th>70-72</th>
<th>68-69</th>
<th>63-67</th>
<th>60-62</th>
<th>59 &amp; below</th>
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<tbody>
<tr>
<td></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>F</td>
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</tbody>
</table>

= 20 points (20% of the grade)
= 10 points (10% of the grade)
= 20 points (20% of the grade)
= 50 points (60% of the grade)

Note: Pass/No Credit (P/NC) grading option is not allowed for this course.

Program Progress at University of the Pacific

As measures of having achieved stated course learning objectives, copies of students’ assignments may be retained for purposes of ongoing assessment of the Educational Resource Center’s learning objectives.
Educational Resource Center Policy Statement

"Beginning Fall Semester, 1996, the writing courses and reading courses will offer support for the Mentors Seminars. This has meant articulation among the various levels of writing courses and reading courses, as well as cooperation with the Mentors Seminars administration and faculty."
What this statement means is that if you are enrolled in a Mentor Seminar, you may substitute your first two assigned essays from that seminar for one of my out-of-class assignments. You must turn in a copy of the writing assignment itself so that I have a basis for judgment.

Educational Resource Center Services

If you need accommodations because of a learning disability or physical disability, please contact the Office of Services for Students with Disabilities in Bannister Hall as soon as possible. See Mr. Daniel Nuss in the Office of Services for Students with Disabilities in Bannister Hall Room 101 to obtain an Accommodations Request Form. Then please schedule a meeting with me during office hours to arrange the accommodation. If you have emergency medical information that I must know about, please make an appointment to see me during my office hours.

Tutoring

If you need a tutor for any of your classes, contact Kelly Austin in the Tutorial Center in Bannister Hall.

Departmental Attendance Policy

ABSENCES: Daily attendance is required. This is a skills development class. If you miss class, you lose the process of the course, and getting back on track can be difficult. For classes that meet twice each week: More than two (2) absences during the semester will lower your final grade. If your absences for any reason reach three times the number the class meets per week, this may be grounds for failure.

TARDINESS: You are expected to be in the classroom, ready to begin at the stated time. If you must enter the classroom late, enter quietly and then offer an explanation after class. Do not expect the teacher to repeat what has already been said. You should check with another student to get information about what you missed. Three (3) tardies will be counted as one absence.

MISSED WORK OR TESTS: Make-ups for missed quizzes or tests will only be given for documented excused absences. If you are absent, you are responsible to get any missed assignments from a classmate or the instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapters</th>
<th>Assignments</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue, Jan 17</td>
<td></td>
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<td>Course Orientation</td>
</tr>
<tr>
<td>1</td>
<td>Thur, Jan 19</td>
<td>C &amp; E: 1</td>
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<td>Introduction</td>
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<td>2</td>
<td>Tue, Jan 24</td>
<td>Success: 2 &amp; 3</td>
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<td>Time Management</td>
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<td>2</td>
<td>Thur, Jan 26</td>
<td>C &amp; E: 4</td>
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<tr>
<td>3</td>
<td>Tue, Jan 31</td>
<td>C &amp; E: 2</td>
<td>Preview Article #1</td>
<td>Understanding Reading</td>
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<tr>
<td>3</td>
<td>Thur, Feb 2</td>
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<td>1- Vocabulary Assignment on Article #1 (Out of Class Assignment)</td>
<td>Vocabulary Building</td>
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<td>4</td>
<td>Tue, Feb 7</td>
<td>C &amp; E: 3</td>
<td>2 - Main Idea Assignment for Article #1</td>
<td>Rate Practice</td>
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<td>4</td>
<td>Thur, Feb 9</td>
<td>Success: 5</td>
<td>3 - Mapping for Article #2 (Out of Class Assignment)</td>
<td>Test-taking Systems</td>
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<td>5</td>
<td>Tue, Feb 14</td>
<td></td>
<td>Quiz 1</td>
<td>Implied Main Ideas</td>
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<tr>
<td>5</td>
<td>Thur, Feb 16</td>
<td>C &amp; E: 5</td>
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<td>Notetaking</td>
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<td>6</td>
<td>Tue, Feb 21</td>
<td>Success: 4</td>
<td>Preview Article #2</td>
<td>Rate Practice</td>
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<tr>
<td>6</td>
<td>Thur, Feb 23</td>
<td>Success: 7 &amp; 8</td>
<td>4 - Notes on Article #2 (Out of Class Assignment)</td>
<td>Test Preparation</td>
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<tr>
<td>7</td>
<td>Tue, Feb 28</td>
<td>C &amp; E: 6</td>
<td>5 - Paragraph Patterns Assignment – Article #2 (Out of Class Assignment)</td>
<td>Supporting Details</td>
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<td>7</td>
<td>Thur, March 2</td>
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<td>Article #2</td>
<td>Critical Reading</td>
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<tr>
<td>7</td>
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<td>6 - Reflection Paper due</td>
<td>Group Assignment</td>
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<td>8</td>
<td>Tue, March 7</td>
<td>Success: 6</td>
<td>Preview Article #3</td>
<td>e-portfolio part 1 due</td>
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<td>Thur, March 9</td>
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<td>TEST 1</td>
<td>Learning Styles</td>
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<td>Notes/Map of Article #3 (Out of Class Assignment)</td>
<td>Writing Patterns</td>
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<td>9</td>
<td>Tue, March 14</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>Thur, March 16</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
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</tr>
<tr>
<td>10</td>
<td>Tues, March 21</td>
<td>C &amp; E: 7</td>
<td>7 - Notes/Map of Article #3 (Out of Class Assignment)</td>
<td>Writing Patterns</td>
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<td>Thur, March 23</td>
<td>Article #3</td>
<td>Group Assignment</td>
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<td>11</td>
<td>Tue, March 28</td>
<td>Preview Article #4</td>
<td>Rate Practice</td>
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<td>11</td>
<td>Thur, March 30</td>
<td>C &amp; E: 8</td>
<td>Critical Reading</td>
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<td>12</td>
<td>Tue, April 4</td>
<td>C &amp; E: 9</td>
<td>8 - Notes on Article #4 (Out of Class Assignment)</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>12</td>
<td>Thur, April 6</td>
<td>9 - Author's Tone, Purpose, &amp; Point of View - Article #4</td>
<td>Aids to Critical Thinking: Tone, Purpose, &amp; Point of View</td>
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<td>13</td>
<td>Tues, April 11</td>
<td>Quiz 2</td>
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<td>Thurs, April 13</td>
<td>NO CLASS</td>
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<td>Tues, April 18</td>
<td>C &amp; E: 10</td>
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<td>Studying College Textbooks</td>
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<td>14</td>
<td>Thur, April 20</td>
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<td>Rate Practice</td>
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<tr>
<td>15</td>
<td>Tue, April 25</td>
<td>Success: 10</td>
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<td>Transferring Your Skills</td>
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<td>15</td>
<td>Thur, April 27</td>
<td>Success: 9</td>
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<td>Computing Your GPA</td>
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<td>16</td>
<td>Tue, May 2</td>
<td>10 - Reflection Paper due</td>
<td></td>
<td>e-portfolio part 2 due</td>
</tr>
<tr>
<td>16</td>
<td>Thur, May 4</td>
<td></td>
<td></td>
<td>Rate Practice</td>
</tr>
<tr>
<td>17</td>
<td>Tue, May 9</td>
<td>TEST 2</td>
<td></td>
<td>Review for Test 2</td>
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