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OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: UNDERGRADUATE EDUCATION

   Date Submitted: 4/4/2016

1b. Department/Division: Undergraduate Education

1c. Contact Person

>   Name: Jane Jensen

>   Email: jjensen@uky.edu

>   Phone: 8594897050

>   Responsible Faculty ID (if different from Contact)

>   Name:

>   Email:

>   Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: UK 120

2c. Full Title: Academic Preparation Program Reading

2d. Transcript Title: APP Reading

2e. Cross-listing:

2f. Meeting Patterns

   LABORATORY: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: UK120 provides supplemental instruction in reading to support the development of reading and study strategies. UK120 is offered as a co-requisite course for UK Core classes, particularly those meeting the Foundations of Inquiry in the Social Sciences, Foundations of Inquiry in the Physical and Mathematical Sciences, and Foundations of Inquiry in the Humanities. UK120 is required for students scoring less than 20 on the Reading ACT.

2k. Prerequisites, if any: UK120 is required for first semester, first time students scoring less than 20 on the ACT

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

   Will the course be offered every year?: Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 18

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?: No

   Will it be of interest to a significant number of students outside the degree pgm?: Yes

   If Yes, explain: Approximately 60 students are identified as not college ready in Reading each year. They are enrolled primarily in Undergraduate Studies and A&S.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?: No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?: No

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?: No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

2

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

   Instructor Name:

SIGNATURE|BCWITH2|Benjamin C Withers|UK 120 NEW College Review|20160314

SIGNATURE|JMETT2|Joanie Ett-Mims|UK 120 NEW Undergrad Council Review|20160413

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	6443	APP Memo.doc
Delete	6445	SupportLetter2016_UK120.pdf
Delete	6615	UK 120 syllabus Revised.docx

[First] 1 [Last]

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: UNDERGRADUATE EDUCATION [▼] Submission Date: 4/4/2016

   b. * Department/Division: Undergraduate Education [▼]

   c.

     * Contact Person Name: Jane Jensen   Email: jjensen@uky.edu   Phone: 8594897050

     * Responsible Faculty ID (if different from Contact)   Email: Phone:

   d. * Requested Effective Date: ⦿ Semester following approval OR ○ Specific Term/Year [1]

   e.

   Should this course be a UK Core Course? ○ Yes ⦿ No

   If YES, check the areas that apply:

     ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

     ☐ Inquiry - Humanities   ☐ Quantitative Foundations

     ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

     ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

     ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning? ○ Yes [4] ⦿ No

   b. * Prefix and Number: UK 120

   c. * Full Title: Academic Preparation Program Reading

   d. Transcript Title (if full title is more than 40 characters): APP Reading

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

	Lecture	2	Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other		If Other, Please explain:				

   g. * Identify a grading system:
     ⦿ Letter (A, B, C, etc.)
     ○ Pass/Fail
     ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
     ○ Graduate School Grade Scale

   h. * Number of credits: 1

   i. * Is this course repeatable for additional credit? ○ Yes ⦿ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

UK120 provides supplemental instruction in reading to support the development of reading and study strategies. UK120 is offered as a co-requisite course for UK Core classes, particularly those meeting the Foundations of Inquiry in the Social Sciences, Foundations of Inquiry in the Physical and Mathematical Sciences, and Foundations of Inquiry in the Humanities. UK120 is required for students scoring less than 20 on the Reading ACT.

k. Prerequisites, if any:

UK120 is required for first semester, first time students scoring less than 20 on the ACT

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?**   ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply):   ☑ Fall   ☑ Spring   ☑ Summer   ☐ Winter

b. * Will the course be offered every year?   ◉ Yes ○ No

If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?**   ◉ Yes ○ No

If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?**   18

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program?   ○ Yes ◉ No

b. * Will it be of interest to a significant number of students outside the degree pgm?   ◉ Yes ○ No

If YES, explain:

Approximately 60 students are identified as not college ready in Reading each year. They are enrolled primarily in Undergraduate Studies and A&S.

8. * **Check the category most applicable to this course:**

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. * Is this course part of a proposed new program?   ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program?   ○ Yes ◉ No

If YES [5], list affected programs::

10. **Information to be Placed on Syllabus.**

a. * Is the course 400G or 500?   ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[1] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

UK
UNIVERSITY OF
KENTUCKY®

Karen Badger
Assistant Provost
Undergraduate Education

Dear Karen:

I respectfully submit the attached four courses as part of the University of Kentucky Academic Preparation Program for College Readiness. This program provides placement testing and credit-bearing interventions for students who are identified as not college ready in math, writing, or reading in alignment with state law regarding college readiness (13 KAR 2:020).

The APP for College Readiness is designed to meet state requirements but also to prepare UK students for the required program of study for their major of choice. Thus, the learning objectives for our courses are designed to align with UK Core preparation and College Algebra when appropriate. This transitional curriculum has been designed in collaboration with faculty from WRD, ICR, Math, STEM, and C&I who serve on the APP Faculty Advisory Board. Each of the stakeholder departments has reviewed the course in their area of expertise and agreed that the UK prefix is appropriate. The APP program is the administrative responsibility of Undergraduate Education.

The four courses include:

UK095 Academic Preparation Program Quantitative Reasoning (prepares for MA111)
UK096 Academic Preparation Program College Algebra (an accelerated course that prepares for MA109)
UK120 Academic Preparation Program Reading (a co-requisite course to supplement UK Core classes)
UK130 APP Writing Workshop (prepares for WRD110/CIS110)

All of these courses have been piloted in various formats and pedagogical approaches over the past four years under course numbers UK090 and UK100. Using evidence from these pilots and with the advice of our Faculty Board, these courses have been revised and improved to represent our best efforts for support of our under-prepared students.

Sincerely,

Jane McE. Jensen
Associate Professor, Educational Policy Studies
Assistant Provost, Transformative Learning

March 8, 2016

I am writing this letter of support to confirm that the Department of Curriculum & Instruction (EDC) supports the APP program within Transformative Learning in teaching UK 120: Academic Preparation Program Reading. EDC has worked closely with the development and implementation of this course since 2012 and fully supports the efforts put forth to ensure success for students who require assistance with developing reading strategies.

The Literacy Program Faculty in EDC voted on October 9, 2012 to support the development of this course and continues to provide input and guidance to date, including assistance with recommending education majors with the appropriate knowledge and skills in reading instruction to teach the course, training Teaching Assistants, and providing on-going guidance to maintain the integrity of the course content to align with best practices in reading instruction.

Sincerely,

Dr. Laurie A. Henry
Associate Professor of Early Adolescent Literacy
Associate Dean of Clinical Preparation & Partnerships
129 Taylor Education Building
lauriehenry@uky.edu
(859) 257-7399

UK 120 Academic Preparation Program Reading
Fall Semester, 2016-2017
Class meeting days and time: TBA
1 Credit Hour
Transformative Learning
Division of Undergraduate Education

Instructor: TBA
Email:
Peer Educator: TBA
Office Location: Office Phone:
Office Hours:

The Academic Preparation Program supports UK students to be college ready and successful in the major. UK120 is designed to help prepare students for success in their UK Core classes. The goal of this course is to further your understanding of college reading strategies so that you are equipped to handle different kinds of texts in different kinds of disciplines. Each section of UK120 is targeted to a particular area of the UK Core Curriculum, but we will work on developing skills in translating strategies across different kinds of college reading. The primary purpose of UK 120 is to develop personalized strategies for processing, retaining, and analyzing information so that you are successful next semester and beyond.

Course Description:
UK120 provides supplemental instruction in reading to support the development of reading and study strategies. UK120 is offered as a one-credit hour, co-requisite course for UK Core classes, particularly those meeting the Foundations of Inquiry in the Social Sciences, Foundations of Inquiry in the Physical and Mathematical Sciences, and Foundations of Inquiry in the Humanities. UK120 is required for students scoring less than 20 on the Reading ACT.

Prerequisites:
UK120 is required for first semester, first time students scoring less than 20 on the ACT.

Student Learning Outcomes
In alignment with Kentucky's Council for Post-Secondary Education College readiness indicators, upon successful completion of UK 120 APP for College Reading, students will be able to:

1. Through close reading, identify what the text says explicitly and make logical inferences from that analysis; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Describe central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why ideas develop over the course of a text.
4. Analyze the ways words and phrases are used in a text and how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge.
10. Demonstrate comprehension of texts independently and proficiently.

Required Materials
- As a supplemental course, we will use reading material from your UK Core Classes, so be thinking about a course that you might want to focus on for this course
- Self-selected readings will be required throughout the semester, as well as additional articles that will be available electronically in our Canvas course shell.

Course Assignments

Weekly Dossier Assignments	20%
Class Work/participation	20%
Hot Topics Presentation	10%
Reading Strategy Demonstration	10%
Mid-Term Reflective Paper	5%
Final Reflective Paper	10%
Application of Reading Strategies using course material from one of your other classes	5%
Final Dossier	20%

The final dossier will take place of a final exam. Any short quizzes will be considered class work or weekly dossier assignments.

Summary Description of Course Assignments

Weekly Dossier Assignments: Every week you will be asked to practice a specific reading strategy. You will then apply that strategy to course reading for one of your other courses. The point values for these assignments may vary; however, they will make up 20% of your final grade.

Class Work/ Participation: This is an activity-based class that will require regular attendance, and participation in discussions and activities. Failures to do so, will adversely affect your grade. Please carefully review the senate approved attendance policy included in the syllabus.

Hot Topics: It is vital that you are present for your presentation days, as this is time set aside for you to take the lead in class. If you have an emergency on a presentation day, you must notify me as soon as possible. Hot topic presentations will involve you selecting a short article, and leading a discussion about the article. You will want to select a topic that is of interest to you, make the article available ahead of time, and be prepared to offer a summary, and outline of main points/arguments, and some kind of connection to the topic. The presentation dates will vary throughout the semester and will be individually assigned.

Reading Strategy Presentation: You will need to demonstrate a reading strategy using either an article of your choice, or an excerpt of an assigned reading from one of your other courses.

Mid-term Reflective Paper: You will need to write a 1-2 page reflection about yourself as a reader and the strategies that are working, and/or not working for you and why. This paper (or a revised version of it) will become part of your final dossier for the course.

Final Reflective Paper: This will come later in the semester and will be a revision of your first paper. The goal is to analyze your growth as a reader. If you have not experienced growth, you will need to analyze why that is. This paper should be included in your final dossier.

Application of reading strategies using readings from another course: You will receive credit for using reading from one of your other courses when it is appropriate for the assignment, class activity, or weekly dossier application.

Final Dossier: You will need to select the work from the semester that you want to include in the final dossier to show growth as a reader. You should include work that demonstrates a variety of different reading strategies. This dossier may be submitted electronically or as a hard copy. Specific detail about the dossier will be available through Canvas.

Course Grading
Grading scale for undergraduates:

90 – 100% =	A
80 - 89% =	B
70 - 79%=	C
60 - 69%=	D
Below 60%=	E

Final Exam Information
There is no final exam for this course; however, you will need to turn in your completed dossier to complete the course.

Mid-term Grade Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar). The mid-term grade represents:

Submission of Assignments:
Some papers and assignments will be submitted through Canvas. Other assignments will be turned in as hard copies. All assignments are due at the beginning of class on the assigned due date. This includes posting assignments to Canvas. Failure to adhere to this deadline will result in a loss of points.

Attendance Policy
Participation is very important in this course. Make sure that you follow senate policies for excused absences. It will be difficult to make up missed activities. Attendance does not constitute participation. Active participation is essential to this course. If you are absent on presentation days (your assigned day to present something as an individual or as part of a group), you have one week following the absence to contact the instructor with appropriate documentation or you will receive a 0 for the assignment and not be allowed to make it up. This only applies to presentations.

Excused Absences
Students need to notify the instructor in writing of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

ADDITIONAL RESOURCES
Transformative Learning @ the Study offers a variety of services to undergraduate students.

- Office Hours @ the Study provides drop-in tutoring by teaching assistants in specific courses, including designated hours of UK 095 and UK 096 assistance by peer educators familiar with ALEX.
- Peer Tutoring Program provides free drop-in tutoring for a number of 100- and 200-level undergraduate courses. Peer tutors are available for your science classes, along with your business courses. Peer Tutors are experienced undergraduate UK students who have been successful in these courses at UK and are knowledgeable in these areas.
- UK Core Study Hall offers drop-in academic coaching for areas of the UK Core not covered by the peer tutoring in the Study, mostly in the social sciences, humanities, and to provide general reading and study strategies for STEM courses.
- Free individual academic coaching (IAC) sessions can be scheduled with a learning specialist to discuss various strategies you can use to improve as a student.

- The Study Smarter Seminar is a one-time, non-credit earning seminar designed to help students master the art of effective study. The seminar is three hours and teaches students how to study smarter, not harder. Sign up for your seat in this seminar now!
- **The Writing Center:** Free assistance to all students with all stages of the writing process. Visit them at W.T. Young Library Hub B108B. Register and schedule appointments at: uky.mywconline.com. Check out their multimedia resources at: ukwrite.wordpress.com.
- **Presentation U:** If you need assistance putting together a presentation, public speech, academic paper, visual and/or digital project, please visit Presentation U on campus. For more information, check out their website: http://www.uky.edu/UGE/pres-u
- **UK Librarians:** UK Librarians are easily accessible and are very helpful to find appropriate college sources for your papers! See http://libanswers.uky.edu/ for more information on how to contact them for help.

COURSE SCHEDULE:

*If changes are made to the following, students will be notified via Canvas. It is the student's responsibility to check Canvas consistently to keep up with course modifications or materials.

Date	Topics of the Weeks Classes	Assignment Due (Always due at the beginning of class unless stated otherwise)
Week 1	Introduction, Expectations, Course Outline	Dossier: Complete reading inventory
Week 2	Reading Difficulties: Developing a language to talk about reading. Introduce Hot Topics Assignment.	Sign up for presentation dates.
	Reading Myths College vs. High School Hot Topics Presentations Begin and will continue weekly	Dossier: Identify a personal reading struggle
Week 3	Hot Topics Presentation **Pre-Reading Strategies:** *Previewing:* Gallery Book Walk	
	Hot Topics Presentation *Planning to Read*	Dossier: Plan for reading in one of your other courses
Week 4	Hot Topics Presentation **During Reading Strategies:** *Annotating*	First 1-2 page reflective paper due
	Hot Topics Presentation Continue *Annotating*	Dossier: Annotated text from one of your courses
Week 5	Hot Topics Presentation **During Reading Strategies:** *Think Aloud/ Internal Dialoging with text.*	

	Hot Topics Presentation Continue *Think Aloud*	Dossier: Think Aloud recording or video. 2-5 minutes
Week 6	Hot Topics Presentation **After Reading Strategies:** *Pulling Out Main Ideas*	
	Hot Topics Presentation *Main Idea and Major/Minor Details* continued	Dossier: Pulling out a main idea from course reading to share
Week 7	Hot Topics Presentation **During and After Reading Strategies:** *Summarizing, Paraphrasing*	
	Hot Topics Presentation *Summarizing, Paraphrasing* continued	Dossier: Summary and paraphrasing of course work
Week 8	Hot Topics Presentation *Research, citation, and plagiarism.*	
	No Hot Topics Presentation Presentation about research skills	Dossier: Sample of research notes from another course using one of the approved note-taking strategies
Week 9	No Hot Topics Presentation Common Reading Experience Presentations identifying main ideas in the reading based on how the book is divided.	Group Presentations (Be sure you know your assigned day)
	No Hot Topics Presentation Continue Group Presentations	Group Presentations (Be sure you know your assigned day)
Week 10	Hot Topics Presentation **After Reading Strategies:** *Critical Questioning, Making Personal Connections, Recognizing Bias (Reflecting on the reading experience)*	
	Hot Topics Presentation *Errors in Reasoning, & Identifying Bias* continued	Dossier: Personal connection to text.
Week 11	Hot Topics Presentation **Before, During, and After Reading Strategies:** *Inferences*	
	Hot Topics Presentation *Inferencing* continued	Dossier: Using course reading and one of the inference activities, compose a sample inference
Week 12	Hot Topics Presentation **After Reading Strategies:** *Theme (What the text doesn't*	

	say)	
	Theme continued	Dossier: Identifying Theme assignment
Week 13	Hot Topics Presentations **After Reading Strategies:** *Synthesis and fix-up strategies*	
	Hot Topics Presentations *Fix-Up Strategies Continued*	Dossier: What fix-up strategies might work for you? What are you willing to try?
Week 14	No Hot Topics Presentation Revisiting text structures	
Week 15	Hot Topics (only if needed) Peer Review of critical response papers.	Final reading inventory list. Needs to be included in your Dossier.
	No Hot Topics Presentations Reading Strategy Presentations	Final Critical Response Paper
Week 16	No Hot Topics Presentation Reading Strategy Presentations	
	No Hot Topics Presentations Reading Strategy Presentations	
Week 17	Finals Week NO Class	Final Dossier Must be turned in.