

Critical Capacities and Skills – (CCS 3) – Critical Reading

Description:

“Students demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.”

Intended Learning Outcomes:

A. Critical Reading

Students will demonstrate:

1. the ability to recognize possible implications of a text beyond the author’s overt message.
2. the capacity to evaluate a text according to its scholarly contributions and consequences.
3. the ability to engage in reading as part of a continuing dialogue within and beyond a discipline or community of readers.
4. the capacity to discuss texts, verbally and in written form, with an independent intellectual perspective.

Course Guidelines:

1. The courses will require students to complete one or more assignments that require them to read texts relevant to course content and to critically analyze and discuss those texts orally and in writing.

Application for Inclusion in the General Education Curriculum

Area: CCS3 Critical Reading

Course:

Contact Person

Proposing Department:

Attach to this form the following:

1. Core syllabus ***common to all sections of the proposed course.***
2. Narrative that explain how the proposed course addresses the description, learning outcomes, and course guidelines.
3. Description of a specific student work product/assignment common to all sections of the proposed course that can be evaluated to determine a student's mastery of the learning outcomes.

Area specific details:

CCS 3 requires students to demonstrate the ability to think open-mindedly within alternative systems of thought, recognizing and assessing their assumptions, implications, and practical consequences.

Assessment Rubrics for CCS 3:

Critical Reading Skill	Advanced (4)	Sufficient (3)	Basic (2)	Insufficient (1)
Contextualization	Evaluates texts according to their scholarly contributions and consequences	Uses texts to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Reads with the intention of building disciplinary knowledge.	Approaches texts in the contexts of assignments with the intention of finding right answers and learning facts and concepts to display for credit.
Interpretation	Engages in reading as part of a continuing dialogue within and beyond a discipline or community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Reads purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify interpretive strategies, relying on the instructor for clarification of the task.
Academic discourse	Discusses texts, verbally and in written form, with an independent intellectual perspective.	Elaborates on texts so as to deepen or enhance a discussion.	Discusses texts in structured conversations in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to an assignment.

General Education Approval Tracking Form

As of 26 January 2014

Course Subject and Number: _____ Number of Credits: _____

Course Title: _____

Check only one of the topic areas below. If a course is going to meet more than one topic area below please use a separate form for each topic area.

Required Core

- ENGL 110
- ENGL 120
- COMM 110
- MATH _____
- INT 110/310

Critical Capacities (CCS) Skills

- CCS1 Problem Solving
- CCS2 Information Literacy
- CCS3 Critical Reading
- CCS4 Quantitative Literacy
- CCS5 Oral/Written Communications
- CCS6 Collaboration

Foundational Content

- FC1 Arts & Humanities
- FC2 Lab Science
- FC3 Social Science
- FC3 History

Personal and Social Responsibility (PSR)

- PSR1 Relationships and Value Systems
- PSR2 Responding to Community Needs
- PSR3 Individual Well-Being

Interconnecting Perspectives (IP)

- IP1 Knowledge
- IP2 Experience

Form Submitter: _____

General Education Chair Signature and Date

Faculty Senate Secretary Signature and Date

Vice President of Academic Affairs Signature and Date