

Content Review Discussion Guide – Reading

Based on the Course Outline of Record (COR), content review requires that faculty examine aspects of the course to learn where students need to come prepared with certain skills and knowledge sets rather than learn the skills while taking the course. This discussion guide will help document the process of content review when faculty are reviewing a course and believe that certain basic skills are necessary for student success.

COURSE:	TITLE:	
DATE:	PARTICIPANTS:	
Element of the COR	Reading	Comments/Discussion
Course Objectives (List):	<p>Does the objective require the students to complete college-level writing assignments based on written materials (textbooks, primary sources, secondary sources, etc.)?</p> <p>Does the objective require analysis of the credibility of the author(s) as expert in the topic under consideration?</p> <p>Does the student need the ability to analyze the audience, purpose, and tone of the text?</p> <p>Does the student need the ability to objectively summarize the text?</p> <p>Does the student need the ability to identify the thesis in the article and the main ideas in the sections of the text?</p>	

	<p>Does the student need the ability to identify supporting evidence used to validate the assertion?</p> <p>Does the student need the ability to draw reasonable inferences from the text, inferences based on evidence offered?</p> <p>Does the student need the ability to determine bias and world view in the text based on the evidence provided?</p> <p>Does the objective require students to conduct research and include researched material in assignments based on written materials (textbooks, primary sources, secondary sources, etc.)?</p>	
<p>Course Content</p>	<p>Do elements of the content link easily and explicitly to reading skills (i.e. understand and paraphrase main ideas; identify and learn supporting details; summarize college-level written texts)?</p> <p>Do elements of the content implicitly require college level reading skills (research of written texts, essays based on reading assignments; broad detailed mastery of textbook information; analysis, integration, and synthesis of</p>	

	<p>multiple written materials, even if texts are below college-level; understand and apply theories, concepts and critical analyses of college-level reading).</p> <p>Does the course require: specific reading skills determined by test or assignment purpose? A specific type of text? Or an overall experience in reading college-level texts?</p>	
Methods of Evaluation	<p>Students must express their understanding of the course content through college-level, academic writing assignments based on written materials (textbooks, primary sources, secondary sources, etc.)</p> <p>Students must know how to locate outside resources relevant to the course content (determining a source's relevance is linked to a sophisticated reading level.)</p> <p>Research papers, essays</p> <p>Bibliographies</p>	
Assignments	Expected types and levels of reading materials outside of class.	
Required Texts and Other Instructional Materials	College-level textbook	

	College-level primary print sources (journal articles, etc.) Primary and secondary print sources not at the college-level, but critical analysis is required.	
Other	What level of critical thinking is expected?	

EXIT SKILLS	TARGET SKILLS