New Course Request

Indiana University

East Campus

Check Appropriate Boxes: Undergraduate credit X Graduate credit Professional credit

1. School/Division: Education
2. Academic Subject Code: EDUC-X
3. Course Number: 275 (must be cleared with University Enrollment Services)
4. Instructor: L. Adams
5. Course Title: Reading for Critical Analysis
   Recommended Abbreviation (Optional): (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Spring 2012
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes No X
9. Is variable title approval being requested? Yes No X
10. Course description (not to exceed 50 words) for Bulletin publication:

   This course emphasizes critical reading skills; students will learn and practice the art of close analytical reading, thus establishing a reliable basis for examining arguments, claims, beliefs and attitudes. Students will reason through complex issues arising from human diversity, challenge their own assumptions and become more effective critical readers.

11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at ________ or Variable from ________ to ________
13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: Spring Will this course be required for majors? No
15. Justification for new course: See attached
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: ____________________________ Date ________________
Department Chairman/Division Director

______________________________ Date ____________________
Dean of Graduate School (when required)

Approved by: ____________________________ Date 9/27/10
Dean

______________________________ Date 10/18/10
Chancellor/Vice-President

University Enrollment Services Date ________________

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
Course Justification:  EDUC X-275

Many students need to enhance their critical reading/thinking, reasoning and problem-solving skills. This advanced reading course teaches those analytical reading skills, using diversity issues as a vehicle to examine stereotypes, biases and myths and improve critical thinking.
COURSE TITLE: Reading for Critical Analysis

COURSE NUMBER: EDUC-X275

CREDIT HOURS: 3

SCHOOL: Indiana University East

PROGRAM: Education

COURSE CATALOG DESCRIPTION:
This course emphasizes critical reading skills; students will learn and practice the art of close analytical reading, thus establishing a reliable basis for examining arguments, claims, beliefs and attitudes. Students will reason through complex issues arising from human diversity, challenge their own assumptions and become more effective critical readers.

PREREQUISITES: none

ANTICIPATED CLASS FORMAT (Online, Classroom, Hybird): Classroom

CONTACT TYPE (Lecture, Lab, Other): Lecture

TEXTBOOK(S) FOR FIRST OFFERING:
  - ISBN: 0-944583-21-0
- Other resources as posted on Oncourse

TOPICS TO BE ADDRESSED: (Narrative and/or bullet points)
- The five levels of close reading: paraphrasing, explicating, analyzing, evaluation and speaking in the author's voice.
- Analyzing the logic of an article, essay or chapter and looking at dissenting views
- Reading to learn—one cannot be an educated person without consistently learning through reading
- Using critical thinking/reading to see and value other perspectives
- Explore cultural myths that shape our thinking
  --The myth of the model family
  --The myth of educational empowerment
  --The myth of the American dream—money and success
  --“Created Equal”—race and ethnicity, the nature of prejudice
  --“True Women and Real Men”—socially constructed categories of gender
  --American attitudes toward nature, wilderness and the environment: the pressing challenges of global warming and climate change.
TU EAST CAMPUS LEARNING OBJECTIVES:

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.

2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.

3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading, writing, speaking, and technology.

4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

6. Develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)

- Analyze a piece of writing in fine detail (also called close reading, analytical reading, or critical reading)
- Evaluate that material for its accuracy, argument, use, and value using the five levels of close reading
- Interpret what is read from a variety of perspectives and recognize personal assumptions about issues of human diversity
- Monitor and assess his/her own thinking while processing the thinking of others

Meets Campus Learning Objectives: #3 #5 #6

DATE OF COURSE IMPLEMENTATION: Spring, 2011

DATE OF LAST REVISION (IF ANY): none

Actual Course Syllabus May Contain Additional Materials

Submitted by Lee Ann Adams Date 9/26/2010

Rev. 12/08