

**Critical Reading [RR] [R]
Skill Course Proposal Form**

Department: _____

Department Chair
(name/signature/date): _____

Course Number and Title: _____

When do you want this course designation to go into effect?

This application is for:
Intensive Designation in Critical Reading and Analysis [RR] _____
Practice/exposure Designation in Critical Reading and Analysis [R] _____

Attach this form to the Curriculum Change form.

Attach a sample syllabus.

Critical reading involves a process of moving beyond a superficial understanding of a text to notice critical details and underlying positions, question assumptions, consider a range of interpretive possibilities, draw out the implications of the observations, and put interpretations in conversation with relevant texts and contexts. Critical reading is a skill students will use to approach academic texts, literary works, historical documents and other kinds of material culture.

Please read both sets of questions for the intensive designation [RR] and the practice/exposure [R] designation, but answer only the questions for one proposed designation.

For an **intensive designation in critical reading [RR]**, describe how the course fulfills these criteria:

- 1) What kind of texts will students critically read in this course?
- 2) Give specific examples of the texts that might be used and explain why it is important to critically read these texts within the framework of the course.
- 3) Approximately how many texts will students critically read in a sustained way? All courses with an intensive designation in critical reading [RR] must require students to deeply engage with texts of varying levels of complexity.

- 4) Describe in-class or out-of-class activities that teach critical reading. For example, describe how students will learn research skills specific to critical reading, through in-class or library instruction, such as identifying peer-reviewed sources that are relevant to a discipline specific conversation.
- 5) What specific graded assignments will students do to develop their critical reading skills?
- 6) What secondary sources will students read to teach them about the contexts appropriate for interpreting their primary texts?

For a **practice/exposure designation in critical reading [R]**, describe how the course fulfills these criteria:

- 1) Give specific examples of the texts that might be used.
- 2) Approximately how many texts will students critically read in a sustained way? (All courses with a practice/exposure designation in critical reading [R] must require students to deeply engage with texts of varying levels of complexity.
- 3) What specific assignments will students do to practice their critical reading skills?
- 4) To what depth does the course give students practice in critical reading? Approximately what percentage of class time and assignments will be used for critical reading?