

Content Review Conversation Starter

Based on the 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. Conversation-starter questions have been prepared to assist with the process of content review when faculty are reviewing a course and believe that certain basic skills are necessary for student success.

Element of the COR	English Composition	Mathematics	Reading
Course Objectives	<p>Does the objective require the students to write clear, thesis driven writing assignments organized in academic form?</p> <p>Does the objective require students to incorporate or synthesize other texts in order to support the points made in their writing?</p> <p>Does the objective require the students to conduct research and include researched material in assignments?</p> <p>Does the objective require students to analyze quoted material and determine its relationship to the assertions in the essay?</p>	<p>Does the objective require students to be proficient with a calculator?</p> <p>Does the objective seem quantitatively based – will the student need to be competent in a range of mathematical skills in order to be successful?</p> <p>Do students need to be able to understand two or more variables ?</p> <p>Are systems of equations (linear or nonlinear) essential to meeting the objectives of the course?</p> <p>Are making and analyzing graphs integrated into the</p>	<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 objective require students to demonstrate competence in standard written English in terms of grammar, punctuation, and other conventions?</p> <p>Does the objective require correct documentation of sources in the citation form of the discipline?</p>	<p>objectives? Linear graphs? Nonlinear graphs?</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>
Course Content	Do elements of the content link easily to general essay writing skills (i.e. grammatical	Are elements of the content easy to link to math skills (i.e. finding percentages, graphing,	Do elements of the content link easily and explicitly to reading skills (i.e. understand

	<p>competence, organized and clear written communication, use of evidence, etc.)?</p> <p>Do elements of the content implicitly require higher level writing and thinking skills such as synthesis of ideas and researching</p> <p>Does the course require specific writing skills or a specific type of writing, or is an overall background required?</p>	<p>calculating certain quantities, etc.)?</p> <p>Are elements of the content implicit about math skills that students need (ask the discipline faculty to explain what is going on)?</p> <p>Are specific skills necessary or an overall background? Can the skills be isolated?</p> <p>Can the discipline faculty teach the concept? Can a math faculty visit the course for one hour or day to teach it?</p>	<p>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 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	Students must express their understanding of the course content through college-level, academic writing	Students must know how to complete certain calculations with or without a calculator on exams.	Students must express their understanding of the course content through college-level, academic writing assignments

	<p>assignments.</p> <p>Students must express their understanding through in-class writing such as essay exams.</p> <p>Students must know how to locate outside resources relevant to the course content, document their research properly, and incorporate that research into their writing clearly and effectively</p>	<p>Students need to interpret graphs, make graphs on tests or in reports, organize data, report data.</p> <p>Students have equations to solve on tests, quizzes, or other assignments: linear equations? Nonlinear equations?</p> <p>Students must demonstrate knowledge of fractions and conversion of fractions (measuring, applying correct tools, etc.)</p>	<p>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	<p>Essays</p> <p>Research papers.</p> <p>Essay exams</p> <p>Bibliographies or other research assignments.</p>	<p>Conducting elementary research.</p> <p>Reporting results of surveys, lab tests, etc.</p> <p>Producing quantitative information in graphical, numerical or paragraph form.</p> <p>Homework exercises include quantitative problem solving,</p>	<p>Expected types and levels of reading materials outside of class.</p>

		applications or word problems.	
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?	What level of critical thinking is expected?	What level of critical thinking is expected?