

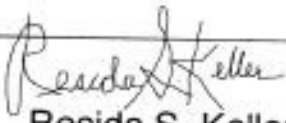

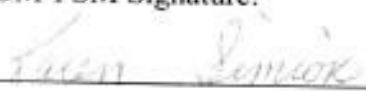
College of Micronesia-FSM
Course Textbook Modification Request

Course Number and Title:	Division:	Initiator:
ESL 089 Reading V	Languages & Literature	Resida Keller
New course objectives:		
None		
New course description:		
None		
New textbook:		
Achieve3000 - Achieving Success For College and Career Readiness – A differentiated on-line reading resource material where students pay \$30 for the licensing fee.		
Justification for changing the textbook:		
<p>The original proposal was to attach course fee to the developmental reading courses in order for the support reading program to be sustainable. Committees such as CC, Student Success, Finance, and SBA endorsed the proposal, however when it was presented to the EC, the recommendation was to make it a required course material instead of a course fee.</p> <p>Here are justifications for making Achieve3000 the required course material for this course:</p> <p>Because the Achieve3000 program integrates both reading and writing activities into the course, it can effectively help students attain the SLOs for the ESL 089 class and can stand on its own without the support of any additional textbooks. Here are some reasons in support of using this on-line program as the sole resource for the ESL 089 class:</p> <ol style="list-style-type: none"> 1. Expanded Selection of Reading Material: The program comes with non-fiction reading articles that will be the main basis for the class. For a semester-long curriculum, there are over 300 articles available for instructors to select from when creating a calendar of reading articles. The articles are updated each week so there is always something new for students to learn about and the Achieve 3000 database comes with over 5000 articles for instructors to choose from. Each article is tailored to each students' reading level and adjusts as students demonstrate mastery of the reading material. The reading articles each have a specific writing purpose embedded into the articles (i.e. summarization, note-taking, using support from the reading, identifying facts, etc.) and instructors can select and group specific articles to support the skill that they are teaching. The length of the articles are also adequate for students at this level and increases in difficulty as students progress. 		

2. **Opportunities to utilize Pre-Reading and Pre-Thinking Strategies:** With these articles, there is a pre-reading poll which allows students to do some pre-thinking and to utilize some pre-reading strategies prior to reading the article. This also allows for classroom discussion on current topics and allows teachers to scaffold and provide background information for students who are unfamiliar with the subject of the article.
3. **Vocabulary Development:** Each article comes with vocabulary terms and definitions tailored to each student's reading level. There are also cross-disciplinary vocabulary terms that are given to all students, regardless of their reading level so the class is collectively learning new vocabulary words and individually, students are also provided with vocabulary words that are at their level to help with their comprehension of the reading article. The program provides audio support so that students can hear the proper pronunciation of the vocabulary terms and also its usage within the reading article. Students can utilize the audio feature to hear the article being read while following along.
4. **During Reading Strategies and Resources:** During the reading of the article, students are given "reading connections" where they can take notes by summarizing, identifying purpose and themes and generating questions as they are reading. Highlighting tools are also available for students to use while reading. Additional information such as maps, pictures, word puzzles/search and graphic organizers are available as additional activities for students to complete as they do the reading. Notes that are taken while reading are available for students to refer to when writing about the article.
5. **Post Reading Polls:** There is a post-reading poll that allows students to look back to their initial thoughts (pre-reading poll) and adjust their answers with support gained from the readings. This is also a great opportunity for the class to further discuss the readings and to address any questions students may have about the readings.
6. **Integrated Writing Activities:** After the reading, there is a focused "Thought Question" prompt that students are then required to respond to in writing. The prompt provides clear directions on what is expected in the written response and also provides a rubric for the final evaluation of the written response. There is also a "Writing center" available within the program that provides additional writing prompts supported by more reading articles. The writing prompts teach different types of writing (i.e. descriptive, process, persuasive, cause & effect, etc.) so students are not only writing about the reading but they are learning and utilizing different types of writing as well.
7. **Integrated and continuous monitoring and assessment:** The program monitors student performance in many different ways—it keeps track of student comprehension and understanding through a reading 'activity' (this is a short test given at the end of each reading to test understanding of reading); it monitors students who are using the 'reading connections' to show how frequent use of this feature helps students think more critically about the articles; it lets teachers know the frequency of student use of the program and

whether they are meeting the minimum requirements each day; it provides students with rewards each time students reach different milestones and when they achieve high scores (student scores are compared to others within the class, the state and internationally with other users around the world) at different levels. Reports of student progress are readily available allowing for accessible data for instructors so they can make informed decisions on how to adjust their teaching.

All of these features make the Achieve3000 program a great required course material for students. The technological medium itself that this program is available through, helps students build other skills as well—i.e. use of Email-- as they can email the instructor about their work and interact with other students as well; communication skills using technology; decision-making--they can select additional articles/activities to read to supplement what is already assigned; increased conscientiousness in students--they keep track of their progress and they become more self-motivated to challenge themselves to improve. The license fee is quite low when compared to the cost of a regular textbook yet it provides so much more than a textbook does. Moreover, because of technology, it is becoming more of a challenge to get students to read. By using this medium, students are in fact more engaged and are reading more. The program is very reader friendly and it utilizes a format that many of our students are familiar with so students are more eager to explore and use all of the resources that are available to them through this resource.

Decision:		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not approved
Comment:		
Supervisor signature:	 Resida S. Keller	Date: June 15, 2017
DAP, COM-FSM signature:		Date: 6/21/17
VPIA, COM-FSM Signature:		Date: 6/17/17