Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: English

Submitter

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Course Prefix and Number: WR - 122

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: English Composition

Course Description:

This class examines the major principles of argumentation and persuasion including analyzing and writing persuasive essays and visual texts in addition to finding, using, and documenting sources.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

✓ Writing

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

Yes

Pre-reqs:Pass WR-121 with a C or better

Have you consulted with the appropriate chair if the pre-req is in another program?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations:Pass RD-090 or placement in RD-115

Requirements:None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

Yes

Area:Communication

GRADING METHOD:

A-F or Pass/No Pass

Audit:Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. read, accurately summarize, analyze, and respond to college-level texts, particularly argumentative essays; (WR1)
2. participate constructively and respectfully in discussions and writing groups, (WR1)
3. apply advanced critical thinking skills—such as recognizing and identifying bias—to text and other forms of media that deal with complex issues, (WR2) (AL2)
4. exercise original thought in developing and presenting claims and arguments, (WR1) (WR2) (WR3)
5. develop academic, argument-driven topics, narrow them appropriately, and identify multiple research problems; (WR1) (WR2)
6. use advanced research techniques to locate information. Formulate a problem statement, determine the type of information necessary to address it, evaluate the information critically; (WR2) (AL1)(AL2)
7. apply principles of argument and persuasion effectively to support claims and craft effectively-structured essays, (WR3)
8. recognize and avoid common logical fallacies, (WR3)
9. write fully-developed argument-driven essays on academic topics that convincingly defend positions on complex issues by appealing to clearly-defined audiences, (WR1) (WR3)
10. support an informed opinion with credible outside sources; ethically integrate sources into an original essay using summary, paraphrase and quotation, as appropriate; cite sources in proper MLA format; understand many of the economic, legal, and social issues surrounding the use of information; (WR1) (WR2)
11. develop drafts through a writing process and improve them through significant revision when necessary; analyze their own work and reflect on their learning; benefit from peer and instructor feedback; (WR1)
12. adjust their voice, style, sentence structure, and diction to suit a variety of academic writing situations; (WR1)
13. produce drafts that adhere to an academic style guide and contain few or no grammatical, mechanical, or format errors. (WR1) (WR2)

AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

C   1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

C   2. Locate, evaluate, and ethically utilize information to communicate effectively.

C   3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

P   1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

P   2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

✓ **General Examination**   ✓ **Projects**
                              ✓ **Writing Assignments**

✓ **Criteria**   ✓ **Portfolios**
✓ **Rubrics**

✓ **Other Assessment Tools**: forum posts

Major Topic Outline:

1. reading, analyzing, discussing, and responding to argumentative essays by professional writers;
2. constructive and respectful discussions and writing groups,
3. structure and techniques of argumentation, including logical fallacies;
4. developing a position on an issue and drafting an argument, revising effectively;
5. formulating a research problem, advanced searching, evaluating information, using it ethically and integrating others' words and ideas into one's own writing;
6. controlling style and diction and editing effectively.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency   **No**
2. Produce renewable energy   **No**
3. Prevent environmental degradation   **No**
4. Clean up natural environment   **No**
5. Supports green services   **No**

Percent of course:0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ **EOU (Eastern Oregon University)**   ✓ **PSU (Portland State University)**
✓ **OIT (Oregon Institute of Technology)** ✓ **SOU (Southern Oregon University)**
✓ **OSU (Oregon State University)**   ✓ **UO (University of Oregon)**
                                          ✓ **WOU (Western Oregon University)**

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

✓ general education or distribution requirement

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

: