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: WRD - 098

 # 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: Introductory Reading and Writing 2: College Preparation

Course Description:

This course builds on the basic reading and writing skills covered in WRD90 and prepares students to be successful in WR-121, college-transfer-level composition. Students will read shorter college-level texts and create short essays responding to them. Topics include how to follow a writing process, perform basic research, work in a writing group, and reflect on one's own learning.

Type of Course: Developmental Education

Reason for the new course:

Along with WRD-090, this course is part of the larger effort, at CCC and the state level, to redesign developmental education. These two courses are intended eventually to replace RD-080 and RD-090, and WR-080, WR-090, and WR-095. This chart shows the two new classes in alignment with WR-121 and Gen Ed Outcomes:
https://docs.google.com/document/d/1D7sUH4hDjTh1LOiVxJE98NKaAlgGJG_1ev5CEicdjBQ/edit

Can this course be repeated for credit in a degree?

No

Are there prerequisites to this course?

Yes

Pre-reqs: Pass either WRD-090 or WR-090 or placement in WRD-098.

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?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?
Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: No

When do you plan to offer this course?

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

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. accurately read and respond, in discussion and writing, to a variety of texts--from the serious-popular level to the shorter college level--and perform simple analyses of their content and form;
2. create clearly written, thesis-driven short essays (2-3 pages), without distracting patterns of errors, and using a process that includes generating ideas, drafting, critiquing, revising, and polishing;
3. structure writing, with appropriate tone, for specific audiences and situations, including less formal academic ones;
4. state a position on an issue in a clear thesis and support it with relevant examples,
5. locate general information to address simple research problems, evaluate the information, and incorporate it ethically into their writing, using some basic elements of MLA format;
6. participate constructively and respectfully in group activities; critique other students' writing meaningfully, with an instructor's guidance; and reflect on their own learning, with the help of prompts.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Reading, responding, and analyzing.
a. How to deal with challenging reading at the beginning college level.
b. How to build a response to what you read through annotation and discussion.
c. The difference between content and form.
d. How to analyze a text, and how analysis is different from personal response.

2. The writing process, brainstorming to proofreading.
a. Techniques for generating and building ideas.
b. Using writing tools and software wisely.
c. Approaches to the first draft: turning off your inner critic.
d. Analyzing your early drafts and revising them--and how revising is different from proofreading.
e. Editing your language for clarity.
f. Proofreading: mastering your errors.

3. Crafting structure & style for an audience
a. The concepts of audience and situation: why are you writing and who are you writing for?
b. How to use and create patterns for essay writing.
c. How to choose a tone and a writing style.

4. Introduction to argumentation
a. Clarifying your thoughts on an issue and focusing them into a thesis you can support.
b. How to use both personal experience and basic research to support your positions.

5. Research: finding, using, and citing sources
a. How to do more with Google.
b. Some new ways to find information, including the CCC databases.
c. How to judge the credibility of what you find online.
d. How to make source material your own, while also giving credit to other authors.
e. Introduction to MLA format and citation.

6. Working in a learning community and reflecting on one's own learning.
a. How to have productive discussions about what you read and about other people's writing.
b. Tricks for looking at your own writing more objectively.
c. The concept of self-reflection, or "meta-cognition," and how it can help you learn faster and more deeply.

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%

First term to be offered:

Specify term: Summer 2015