

Clackamas Community College

Online Course/Outline Submission System

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

Section #1 General Course Information

Department: English

Submitter

First Name: **David**

Last Name: **Mount**

Phone: **3265**

Email: **davidmo**

Course Prefix and Number: WR - 222

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:

A course in writing university-level research papers and pursuing lifelong learning through advanced research. Students learn to conduct thorough and creative research using a variety of tools and emphasizing scholarly sources.

Type of Course: Lower Division Collegiate

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

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

No

Are there prerequisites to this course?

Yes

Pre-reqs: WR-122

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

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

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?

Yes

Area: Communication

GRADING METHOD:

A-F Only

Audit: Yes

When do you plan to offer this course?

✓ **Not every year**

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. explain the workings of professional academic communication, research, and publication, and use that knowledge to inform their research and writing;
2. define and focus original academic research topics, and choose an academic research paper format appropriate to their goals;
3. conduct creative and thorough research, considering a broad range of sources, evaluating their credibility, and finding new connections between them;
4. take effective notes that demonstrate critical thinking—notes that build on, question, and connect sources, in addition to skillfully summarizing, paraphrasing, and quoting them;
5. incorporate source material into their writing, framing it clearly and with sufficient context, drawing inferences and conclusions based on it, and citing it ethically using an academic documentation style such as M.L.A or A.P.A.;
6. follow a revision-based writing process to produce a research paper of at least twelve pages, using a variety of rhetorical tools to develop an original argument, and drawing on at least fifteen sources, at least one-third of which are scholarly;
7. write clearly and complexly, in an academic style and tone appropriate to the academic discipline of their topic, with no basic grammatical or mechanical errors.
8. work effectively with their fellow students, sharing their work--both in progress and final--and providing constructive feedback to others.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Defining, narrowing, and focusing an original academic topic suitable for a college research paper.
2. Differentiating between the major types of research paper (analytical, argumentative, primary research report, literary analysis, IMRAD) and choosing the form most appropriate to your goals.
3. Conducting thorough and creative research using a variety of tools and emphasizing scholarly sources.
4. Independently organizing and assessing the credibility of sources and reading them critically; this includes understanding the different natures and uses of primary, secondary, and tertiary source materials.
5. Taking effective notes that go beyond summary, paraphrase, and quotation—notes that question, connect, and build on sources.
6. Demonstrating critical thinking and problem-solving by exploring and drawing reasonable inferences from a variety of sources; perceiving and demonstrating relationships among those sources and your own writing.
7. Incorporating source material into your writing by framing it clearly and logically; choosing source materials appropriately; and working with sufficient context.
8. Using appropriate rhetorical skills (including summary, evaluation, analysis, argument, critique, and synthesis) to produce an organized, structurally sound research paper.
9. Using varied and balanced sources.
10. Using rhetorical strategies, including rebuttal and refutation of opposing viewpoints.
11. Audience awareness: tone, content selection, and style.
12. Ethical issues surrounding research and information use
13. Academic documentation styles such as M.L.A.
14. Using quotation, paraphrase, and summary skillfully in handling sources; citing source material properly and avoiding plagiarism.
15. Writing clearly, in an appropriate style, with no basic grammatical or mechanical errors.
16. Working effectively with others, sharing your work in progress, and providing constructive feedback.
17. Presenting your research to others.

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)

✓ **PSU (Portland State University)**

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

How does it transfer? (Check all that apply)

✓ **general elective**

:

First term to be offered:

Next available term after approval

:
