ENGL&101 - English Composition I

Document Type: Master Course Outline Supplemental
Proposal Type: Revision
Requester(s): Kathy Whitham
College: South

Origination Approved: 05/01/2014 - 10:24 AM

BASIC INFORMATION

Requester(s): Kathy Whitham
College: South Seattle Community College
Division/Dept: Academic Programs
Dean: Gayla Shoemake
Peer Reviewer(s): Laura Kingston
Bruce A McKenna
Steven Quig
Tim Walsh

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation: Spring 2015
Request Provisional Exception

Class Capacity: 28

Modes of Delivery: (Check all that apply)
- [x] Fully On Campus
- [x] Fully Online
- [x] Hybrid
- [ ] Other

Select the Special Designation(s) this course will satisfy, if applicable:
(No Special Designations Selected)

Class Schedule Description:
English 101 is a college-level course that emphasizes academic writing and major strategies of reading and writing analytically. Writing assignments focus on engaging with and responding to a variety of texts. Instruction encourages students to develop, through revision and reflection, as readers, writers, and critical thinkers. Prereq: English placement test score or ENGL098 with 2.0 or above. Online courses: Pay fees, email instructor.

Student Learning Outcomes:

Communication
Read and listen actively to learn and communicate

Speak and write effectively for academic and career purposes
Human Relations
Use social interactive skills to work in groups effectively

Have knowledge of the diverse cultures represented in our multicultural society

Critical Thinking and Problem-Solving
Think critically in evaluating information, solving problems, and making decisions

Technology
Select and use appropriate technological tools for academic and career tasks

Personal Responsibility
Uphold the highest standard of academic honesty and integrity

Respect the rights of others in the classroom, online and in all other school activities

Attend class regularly, complete assignments on time and effectively participate in classroom and online discussions, group work and other class-related projects and activities

Abide by appropriate safety rules in laboratories, shops and classroom

Information Literacy
Independently access, evaluate and select information from a variety of appropriate sources

Have knowledge about legal and ethical issues related to the use of information

Use information effectively and ethically for a specific purpose

Program Outcomes:

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>2,3,10,21</td>
<td>Communication - Read and listen actively to learn and communicate.</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td>3,6,10,11,12,13,14,15,16,17,18,19,20,21,22</td>
<td>Communication - Speak and write effectively for academic and career purposes.</td>
</tr>
<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use arithmetic and other basic mathematical operations as required by program of study.</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills for academic and career purposes.</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td>21</td>
<td>Human Relations - Use social skills to work in groups effectively.</td>
</tr>
<tr>
<td>SLO 3.2</td>
<td>10, 21</td>
<td>Human Relations – Have knowledge of the diverse cultures represented in our multicultural society.</td>
</tr>
<tr>
<td>SLO 4.1</td>
<td>2,3,9,12,13,15,21</td>
<td>Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.</td>
</tr>
<tr>
<td>SLO 5.1</td>
<td></td>
<td>Technology - Select and use appropriate technological tools for personal, academic, and career tasks.</td>
</tr>
<tr>
<td>SLO 6.1</td>
<td>9</td>
<td>Personal Responsibility – Uphold the highest standards of academic honesty and integrity.</td>
</tr>
<tr>
<td>SLO 6.2</td>
<td>21</td>
<td>Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.</td>
</tr>
<tr>
<td>SLO 6.3</td>
<td>1-22</td>
<td>Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.</td>
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<tr>
<td>SLO 6.4</td>
<td></td>
<td>Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.</td>
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<tr>
<td>SLO 7.1</td>
<td>16</td>
<td>Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.</td>
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<tr>
<td>SLO 7.2</td>
<td>9</td>
<td>Information Literacy – Have knowledge about legal and ethical issues related to the use of information.</td>
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<tr>
<td>SLO 7.3</td>
<td>9</td>
<td>Information Literacy - Use information effectively and ethically for a specific purpose.</td>
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**Course Outcomes / Objectives:**

Upon completion of English 101, students will be able to:

1. Distinguish between claim and evidence.
2. Identify explicit and implicit main points.
3. Make inferences about a text.
4. Make the connection between purpose and audience.
5. Demonstrate rhetorical awareness in writing.
6. Paraphrase and Summarize.
7. Understand difference between summary and analysis.
8. Incorporate, control and use sources.
9. Recognize and avoid plagiarism.
10. Evaluate and synthesize multiple texts.
11. Demonstrate effective use of writing process.
12. Provide specific, informed and constructive feedback that has the power/potential to elicit revision.
13. Make effective use of feedback in revision.
14. Produce, support, and develop an arguable claim.
15. Identify, evaluate, and articulate own learning.
16. Recognize and use academic writing conventions.
17. Produce clear, logical, and effective essay structure.
18. Demonstrate clear, confident use of paragraphing.
19. Demonstrate clear and controlled organization with logical connections between paragraphs and ideas.
20. Write a variety of sentence structures—a blend of simple, compound, and complex sentences used to enhance meaning.
21. Recognize and participate in academic discourse.
22. Produce coherent and cohesive writing under time constraints.
Most SCC students are required to take this college transfer course.

**Explain why this course is being revised:**

In November 2013, English faculty and deans at South, Central and North campuses collaborated on a common ENGL&101 course description and topic outline to be used in the Seattle Colleges District Course Catalog and at all three campuses.

This course outline revision includes a change of mode also to include all 3 class formats: on campus, online, and hybrid. District faculty and administration have found that ENGL&101 Composition I is taught effectively on campus, online, and as a web-enhanced or hybrid course. Offering all scheduling options meets student demand for flexible scheduling, accommodates various learning styles, and leads to increased enrollment. I don't see any challenges due to change of mode. If anything, offering three modes of delivery enhances teaching and learning, and benefits both students and faculty.

**What challenges, if any, do you foresee in offering this course:**

We do not foresee any challenges in offering this course; ENGL&101 is a college transfer course required for the AA and higher degrees.
This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Kathy Whitham</td>
<td>Kathy Whitham</td>
<td>1/1/0001</td>
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</tbody>
</table>

Dean:

<table>
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<tr>
<th>Name</th>
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<th>Date</th>
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<tr>
<td>Mark D Baumann (Admin)</td>
<td>Mark D Baumann</td>
<td>3/11/2014</td>
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Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

- [X] Recommended for approval
- [] Not recommended for approval

Chairman, Curriculum Coordinating Council:

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Diane Schmidt</td>
<td>Diane Schmidt</td>
<td>4/30/2014</td>
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Vice President for Instruction:

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<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Donna Miller-Parker</td>
<td>Donna Miller-Parker</td>
<td>5/1/2014</td>
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