

Modesto Junior College

Course Outline of Record Report

09/06/2022



ELIC100 : Intensive Reading, Writing, and Reasoning for English Language Learners

General Information

| | |
|-------------------------------------|---|
| Faculty Author: | <ul style="list-style-type: none"> • Michael Akard • Hey, Katarzyna |
| Attachments: | ccc courses with cid engl 100.xlsx ENGL-100_SU20.pdf ELIC-100_SU20.pdf Class Size Capacity Form for ELIC 100.pdf CID_Descriptors_3.png CID_Descriptors_2.png CID_Descriptors_1.png ELIC 100 DE Addendum.pdf Download |
| Course Code (CB01) : | ELIC100 |
| Course Title (CB02) : | Intensive Reading, Writing, and Reasoning for English Language Learners |
| Department: | English as a Second Lang. |
| Proposal Start Date: | MJC Fall 2023 |
| TOP Code (CB03) : | (1501.00) English |
| CIP Code: | (23.0101) English Language and Literature, General |
| Additional CIP Codes: | No value |
| SAM Code (CB09) : | Non-Occupational |
| Distance Education Approved: | No |
| Is Distance Education Course: | No |
| Course Control Number (CB00) : | CCC000609484 |
| Curriculum Committee Approval Date: | 11/12/2019 |
| Board of Trustees Approval Date: | 12/11/2019 |
| External Review Approval Date: | 12/02/2019 |
| Course Description: | <p>ELIC 100 is an alternative to English 100 or 101 that focuses on development of reading, writing, and critical thinking skills necessary to demonstrate competency in college-level composition for students whose first language is not English. The course provides a highly structured and supportive learning environment that specifically addresses the needs of language learners with regard to vocabulary, editing, language use, and cultural content instruction that often prove especially challenging for multi-lingual students in English 100 or 101 courses. The course includes an 5,000 word writing requirement with at least 3,000 words in essays that include academic text-based writing, use of a variety of sources, and a developed thesis. 2,000 of the 5,000 words must be research-based writing with proper MLA</p> |

| | |
|-----------------|---|
| Proposal Type: | formatting and documentation resulting in a college-level research paper. Change to Content Add Distance Education |
| Faculty Author: | Update required word count as per revised CSU and UC writing requirements. <ul style="list-style-type: none">• Michael Akard |

Discipline(s)

| | |
|---|---|
| Master Discipline Preferred: | <ul style="list-style-type: none">• ESL |
| Bachelors or Associates Discipline Preferred: | No value |

Course Coding

Basic Skill Status (CB08)
Course is not a basic skills course.

Course Special Class Status (CB13)
Course is not a special class.

Grading

- A-F Only

Allow Students to Gain Credit by Exam/Challenge

Repeatability
0

Course Prior To College Level (CB21)
Not applicable.

Rationale For Credit By Exam/Challenge
No value

Type of Repeat
No value

Allow Students To Audit Course

Course Support Course Status (CB26)
Course is not a support course

| Associated Programs | | |
|--|-------------------------------------|------------------------------------|
| Course is part of a program (CB24) | | |
| Associated Program | Award Type | Active |
| IGETC Pattern | Certificate of Achievement | MJC Summer 2022 |
| Nursing: ADN Program (RN) | A.S. Degree | MJC Summer 2022 |
| CSU General Education Pattern | Certificate of Achievement | MJC Summer 2021 to MJC Summer 2022 |
| MJC-GE Pattern | MJC-GE Pattern | MJC Summer 2021 |
| Law, Public Policy, and Society for Transfer (In Development) | AA-T Associate of Arts for Transfer | MJC Fall 2023 |
| General Studies Language and Rationality | A.A. Degree | MJC Spring 2021 to MJC Summer 2021 |
| English Language Instruction for College (In Development) | Certificate of Achievement | MJC Fall 2023 |
| MJC-GE Pattern | MJC-GE Pattern | MJC Summer 2020 to MJC Summer 2021 |
| General Studies Language and Rationality | A.A. Degree | MJC Summer 2020 to MJC Spring 2021 |
| CSU General Education Pattern | Certificate of Achievement | MJC Summer 2020 to MJC Summer 2021 |
| General Studies Language and Rationality | A.A. Degree | MJC Summer 2021 to MJC Summer 2022 |
| General Studies Language and Rationality | A.A. Degree | MJC Summer 2022 |
| CSU General Education Pattern | Certificate of Achievement | MJC Summer 2022 |

Transferability & Gen. Ed. Options

Course General Education Status
(CB25)

A

Transferability (CB05)

Transferable to both UC and CSU

Transferability Status

Approved

| CSU General Education Breadth Pattern (CSU-GE) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.) |
|---|-------------|----------|---------------|--|
| Area A2: Written Communication | (CSU-GE:A2) | Approved | No value | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |
| MJC General Education (MJC-GE) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.) |
| Area D1: Language and Rationality - English Composition | (MJC-GE:D1) | Approved | No value | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |
| Intersegmental General Education Transfer Curriculum (IGETC) (for CSU and UC) | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.) |
| Area 1A: Written Communication | (IGETC:1A) | Approved | No value | No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined. |
| C-ID: California's Course Identification Numbering System | Categories | Status | Approval Date | Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.) |
| English (ENGL) | (ENGL) | Approved | No value | C-ID: ENGL 100 |

Field Trips

Field trips are required.

Yes

No

Maybe

Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

CSU, Channel Islands (SEM)

CSU Catalog Year

2021-2022

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

ENGL 105

CSU Course Title

Composition and Rhetoric I

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

UC Davis (QTR)

CSU/UC Catalog Year

2021-2022

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

UWRITING 1

CSU Course Title

Expository Writing

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

CSU, Fresno (SEM)

CSU/UC Catalog Year

2021-2022

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

ENGL 10

CSU Course Title

Accelerated Academic Literacy

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

Yes

Units and Hours

Summary

| | |
|---------------------------------------|-----|
| Minimum Credit Units (CB07) | 5 |
| Maximum Credit Units (CB06) | 5 |
| Total Course In-Class (Contact) Hours | 90 |
| Total Course Out-of-Class Hours | 180 |
| Total Student Learning Hours | 270 |

Credit / Non-Credit Options

| | | |
|-----------------------------|-----------------------------------|---------------------------|
| Course Credit Status (CB04) | Course Non Credit Category (CB22) | Non-Credit Characteristic |
| Credit - Degree Applicable | Credit Course. | No Value |

| | | |
|--|--------------------------------|---|
| Course Classification Code (CB11) | Funding Agency Category (CB23) | Cooperative Work Experience Education Status (CB10) |
| Credit Course. Variable Credit Course | Not Applicable. | |

Weekly Student Hours

| | In Class | Out of Class |
|------------------|----------|--------------|
| Lecture Hours | 5 | 10 |
| Laboratory Hours | 0 | 0 |
| Activity Hours | 0 | 0 |

Course Student Hours

| | |
|--|------------|
| Course Duration (Weeks) | 18 |
| Hours per unit divisor | 52.5 |
| Course In-Class (Contact) Hours | |
| Lecture | 90 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 90 |
| Course Out-of-Class Hours | |
| Lecture | 180 |
| Laboratory | 0 |
| Activity | 0 |
| Total | 180 |

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---------------|----------|----------|--------------|
| No Value | No Value | No Value | No Value |

Prerequisites, Corequisites, and Advisories

Prerequisite

ELIC140 - Advanced Academic Reading and Composition (in-development)

Or qualification by the MJC placement process.

Requisite Skills

| Requisite Skills | Description |
|---|--|
| Apply active reading strategies to preview, comprehend, organize, annotate, interpret, and analyze advanced academic text and two full-length books of approximately 250-300 pages each. | <ul style="list-style-type: none"> ELIC 140 - Apply active reading strategies to preview, comprehend, organize, annotate, interpret, and analyze advanced academic text and two full-length books of approximately 250-300 pages each. |
| Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form and utilize the vocabulary in writing at the advanced level. | <ul style="list-style-type: none"> ELIC 140 - Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form and utilize the vocabulary in writing at the advanced level. |
| Summarize and paraphrase the most salient information from an advanced level text. | <ul style="list-style-type: none"> ELIC 140 - Summarize and paraphrase the most salient information from an advanced level text. |
| Write multi-draft and in-class formal expository and argumentative text-based essays (including elements of summary/response) incorporating multiple outside sources on complex topics. | <ul style="list-style-type: none"> ELIC 140 - Write multi-draft and in-class formal expository and argumentative text-based essays (including elements of summary/response) incorporating multiple outside sources on complex topics. |
| Apply strategies and methods of searching for outside sources including the use of a library resources, documenting source | <ul style="list-style-type: none"> ELIC 140 - Apply strategies and methods of searching for outside sources including the use of a library resources, documenting source materials in-text and on a Works Cited page. |

| | |
|--|--|
| <p>materials in-text and on a Works Cited page.</p> | |
| <p>Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles.</p> | <ul style="list-style-type: none"> • ELIC 140 - Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles. |
| <p>Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.</p> | <ul style="list-style-type: none"> • ELIC 140 - Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors. |
| <p>Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing avoiding excessive errors in verb tense and form, word forms, sentence structure, punctuation, sentence boundaries, nouns and number, determiners, and word choice.</p> | <ul style="list-style-type: none"> • ELIC 140 - Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing avoiding excessive errors in verb tense and form, word forms, sentence structure, punctuation, sentence boundaries, nouns and number, determiners, and word choice. |

| <h2>Specifications</h2> | |
|---|---|
| <p>Methods of Instruction</p> | |
| <p>Methods of Instruction (Typical)</p> <p>MOI</p> | <p>INSTRUCTIONAL METHODS</p> <ol style="list-style-type: none"> 1. Interactive audio-visual lecture presentations of course material 2. Directed class and online small group discussions of reading and prompts 3. Facilitated cooperative activities in a variety of partner and small group formats 4. Demonstration and modeling of reading and composition skills 5. Individual consultations on written work 6. Language use, editing, and vocabulary tasks, activities, and games to reinforce, develop, and practice accuracy in the English language 7. Written comments and feedback on student writing 8. Scaffolded instruction to support academic reading skills and vocabulary development 9. Possible field trips 10. Guest speakers and/or library presentations |
| <p>Assignments (Typical)</p> | |
| <p><u>Evidence of Workload for Course Units (Quantity)</u></p> <ol style="list-style-type: none"> 1. Per term reading of two full-length (250-350 page) books, not adapted for language learners with supplemental reading and vocabulary guides 2. Weekly or bi-weekly vocabulary study activities and use of newly learned vocabulary in paragraph-level assignments 3. Weekly preparation for quizzes 4. In-class text-based essays (mid-term and final) 5. Regular use of online and fact-to-face tutoring services for all multi-draft written assignments | |

6. Weekly extensive and intensive college-level reading assignments
7. Regular homework assignments involving note-taking, reading comprehension/analysis questions, annotating, English language use activities and tasks, journaling, and editing activities geared for language learners
8. One 2,000-word research paper
9. Two formal 400-word academic reading responses to course readings
10. Two (1,000-1,200) multi-draft text-based thesis-driven essays on topics end themes encountered in reading utilizing course texts and multiple outside sources

Evidence of Critical Thinking (Quality)

1. **Reflective Academic Reading Response:** In the text, *Outliers*, Malcolm Gladwell discusses the concept of cultural disposition and its impact on one's ability to succeed. Briefly summarize, interpret, and evaluate his ideas on cultural disposition. Use specific text examples as support. In what ways do you see your own cultural disposition positively and/or negatively impacting your success in the United States? Explain with specific examples.
2. **In-Class Essay:** After reading and discussing the text *Outliers* by Malcolm Gladwell, consider his claims on the 10,000 hour rule. Now read a brief article criticizing and contradicting Gladwell's theory. In a 1,000 to 1,200-word essay, briefly summarize and interpret Gladwell's 10,000 hour rule for a reader unfamiliar with the text and summarize the article critiquing the rule. In a thesis of your own explain your agreement or disagreement with the 10,000 hour rule. In your essay, be sure to include introductory material and well-developed body paragraphs that support your reasons for your opinion with specific examples and textual support. Conclude with a final analysis on the 10,000 hour rule using some of the articles read as a class against his claim. Be sure to concede or refute opposing viewpoints with textual support.
3. **Out-of-Class Essay Example:** Write a 1,000-1,200-word MLA formatted thesis-driven essay (4-5 pages) summarizing and discussing Malcolm Gladwell's framework for identifying an outlier. Evaluate his framework and provide explanation for your evaluation using other textual sources. Then discuss an example of someone you believe to be an outlier and provide support for why you believe this person is an outlier. Draw from the Gladwell text in your essay as well as from other research you have done to support your claim. Use outside sources to provide sufficient evidence for your claims in the body of the essay and conclude the essay with thoughts on the significance of studying the attributes of outliers. Attribute all text sources with in-text citations and a works cited page.
4. **Research Paper:** Consider social movements you have read about in articles and your extensive texts for this class as well as Gladwell's *David and Goliath*. Choose a social movement you are interested in. In a 2,000-word thesis-driven essay, discuss and analyze how the actions of leaders of the social movement you have chosen parallel with the attributes of David-type leaders or movements that Gladwell deems as being successful in his book. Use specific text and outside sources to support your ideas and parallels. Analyze and evaluate the strengths and weaknesses of the social movement in light of Gladwell's major ideas and viewpoints. Attribute all text sources with in-text citations and a works cited page of at least 5-7 sources.
5. **Vocabulary Work:** Look at the twenty five academic word list words profiled from the reading article you were assigned for class. Choose eight to use in a paragraph of your own. Be sure to use correct singular/plural noun, verb, and word forms in your writing.
6. **Grammar/Editing Activity:** Look at the following groups of sentences. Using a combination of adjective clauses, reduced adjective phrases, appositives, and prepositional phrases, combine the group of sentences into one longer, more complex, sophisticated sentence. Your final sentences will likely include multiple embedded clauses and phrases.

Methods of Evaluation (Typical)

Rationale

FORMATIVE EVALUATION

1. Mid-term in-class text-based essay (required)
2. 2,000 words of research-based writing using current MLA conventions of documentation with 5-7 credible sources
3. Reflective academic reading responses and journal writing to assigned reading passages
4. Multiple drafts of out-of-class text-based essay assignments
5. Quizzes including but not limited to editing, reading, grammar, composition skills, and vocabulary coursework
6. Performance on homework, class discussion, class activities, and group work

SUMMATIVE EVALUATION

1. Final in-class text-based essay exam (required)
2. Written portfolios of work (optional)

Equipment

No Value

| Textbooks | | | | |
|------------------------------------|---|--------------------------|------|------------|
| Author | Title | Publisher | Date | ISBN |
| Brian Stevenson | Just Mercy: A Study of Justice and Redemption (1st Ed.) | Spiegel and Grau | 2015 | |
| Gerald Graff and Cathy Birkenstein | They Say/I Say: The Moves that Matter in Academic Writing (4th Ed.) | Norton | 2021 | |
| Kurt Finsterbusch | Taking Sides: Clashing Views on Social Issues (20th Ed.) | McGraw Hill | 2018 | |
| Malcolm Gladwell | Outliers (1st Ed.) | Norton | 2011 | 9780316017 |
| Malcolm Gladwell | David and Goliath: Underdogs, Misfits, and the Art of Battling Giants (1st Ed.) | Little Brown and Company | 2015 | 9780316239 |
| Michelle Alexander | The New Jim Crow: Mass Incarceration in the Age of Colorblindness | The New Press | 2020 | |
| Other Instructional Materials | | | | |
| Description | MLA Handbook | | | |
| Author | Modern Language Association | | | |
| Citation | Modern Language Association - 2021 | | | |
| Online Educational Resources | | | | |
| Description | <p>REPRESENTATIVE READINGS: Grapes of Wrath by John Steinbeck (1936) All the Light We Cannot See by Anthony Doerr (2015) Remove/Delete Edit Instructors are encouraged to choose texts that assist in building language learner student capacity to understand U.S. American culture, history, and contemporary topics that they will encounter in other English and college-level courses. Selection of non-fiction reading texts is encouraged due to the amount of academic vocabulary encountered in these texts that could transfer to comprehension of college-level texts across academic disciplines. Vocabulary and Reading Comprehension and Response Course Packs for each book-length work selected are often created by the instructor or a member of the EL Department. These course packs will contain a variety of activities to support vocabulary acquisition of frequently used words and academic language. Suggested content for targeted vocabulary includes the study of word forms, multiple meanings, collocations, register, connotation, affixes and root words, etymology, and pronunciation. Suggested content to support reading skills development</p> | | | |

includes appropriate background information on the selected work including genre, historical and cultural context, and author(s); instruction and practice in annotation and note-taking strategies, including a variety of graphic organizers; comprehensive activities to identify main ideas, supporting details, and other stylistic and literary characteristics, and instruction and practice in incorporating quotations and paraphrase into responses to prompts elicited by the reading selection.

| | |
|------------------------------|----------|
| Author | No value |
| Citation | No value |
| Online Educational Resources | No value |

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

Yes

No

Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

Just Mercy: A Study of Justice and Redemption 2015 - Most current edition (rkc, 10/19).

They Say/I Say: The Moves that Matter in Academic Writing 2021 - Most recent edition (rkc, 10/19).

Taking Sides: Clashing Views on Social Issues 2018 - Most recent edition (rkc, 10/19)

Outliers 2011 - Content, topics, and themes are still relevant to current issues. (rkc, 10/19)

The New Jim Crow: Mass Incarceration in the Age of Colorblindness 2020 - Book provides background information for current topics and issues. (rkc, 10/19)

David and Goliath: Underdogs, Misfits, and the Art of Battling Giants 2015 - Content, topics, and themes are still relevant to current issues. (Most current edition, rkc, 10/19)

Materials Fees v2

Is there a materials fee for this course?

No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

No Value

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Apply active reading strategies to preview, comprehend, organize, annotate, interpret, evaluate, and analyze pre-collegiate un-adapted academic texts and a full-length book with special focus on the analysis of the use of rhetoric and tone to advance the author's point of view.

Write coherent multi-draft and in-class formal multi-modal text-based essays avoiding faulty logic on abstract or ill-structured problems or topics synthesizing and analyzing multiple sources while addressing diverse perspectives.

Comprehend and use a wide range of college-level academic words and phrases accurately and effectively.

Apply a variety of strategies and techniques for the explicit study of new academic vocabulary and development of word-knowledge depth with regard to meaning, use, and form.

Integrate fluently and attribute the ideas of others through paraphrase, summary, and quotation analysis into thesis-driven papers typical of pre-collegiate and collegiate-level courses using correct MLA formatting and citation.

Write 400-450-word informal reflective academic papers incorporating text-based summary, interpretation, evaluation, and response to readings, a full-length book, and/or articles.

Utilize a variety of sentence types and connectors in writing to effect coherence avoiding excessive errors.

Analyze patterns of individual student error and apply self-editing techniques to address common patterns of error in student writing.

Utilize a variety of methods and resources to search for outside sources including the use of a research database.

Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.

Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.

CSLOs

Critically analyze readings. Expected SLO Performance: 0.0

Select credible sources. Expected SLO Performance: 0.0

Legitimately use scholarly sources by A) summarizing, paraphrasing, quoting, and documenting according to MLA conventions, B) integrating source ideas with their own ideas, and C) avoiding plagiarism. Expected SLO Performance: 0.0

Demonstrate competent control over written language, academic form, style, and tone. Expected SLO Performance: 0.0

Content

Course Content

1. Critical Thinking and Reading
 1. Identify thesis, main idea, or unifying theme of a reading selection.
 2. Identify rhetorical strategies (e.g., modes of discourse), comment on the effect of one strategy on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration), and identify rhetorical context (e.g., social, historical, cultural, and political).
 3. Distinguish subordinate or supporting ideas and information from main ideas and distinguish between students' own thoughts and opinions and those of the writer.
 4. Draw inferences and making judgments about a writer's thought and attitude, recognize tone of writing and effect of tone in fulfilling the purpose of the writing.
 5. Identify techniques by which writers fulfill their purposes in various modes of discourse, such as:
 1. Organizing principles in description
 2. Transitional devices in exposition
 3. Arrangement of main points in argument
 4. Effective diction in narration
 6. Identify strategies for approaching academic texts, especially challenging book-length texts:
 1. Previewing
 2. Annotating
 3. Note taking
 4. Reviewing
 5. Metacognition
2. Critical Thinking and Writing

1. Writing Component:
 1. Needs of audience for background and information and adapt the writing to satisfy the needs and expectations of different audiences.
 2. Limitation topic or scope to what can be managed effectively in a given piece of writing
 3. Establishment of an explicit or implicit thesis through a unifying theme or controlling idea
 4. Principles of effective organization
 5. Development of ideas through the use of evidence, example, explanation, analysis, and/or detail. Support of ideas with a variety of sources (e.g., cited references, personal experience, observation, etc.) that best fulfill the purpose of the writing
 6. Adaptation of rhetorical strategies to the requirements of the writing situation (e.g., in-class writing, research writing, reflective writing).
 7. Examination and analysis of students' own writing and that of other students to improve the effectiveness of the writing
 8. Revision to improve organization, coherence, focus, and development
 9. Improvement of grammar, punctuation, and diction as necessary
2. Research and Information Literacy Competency Component:
 1. State and narrow a research question, problem, or issue.
 2. Create topics from and in conversation with course readings and themes.
 3. Distinguish between primary and secondary sources.
 4. Determine authority, bias, credibility, and relevance of sources (electronic and print).
 5. Integrate effectively a variety of sources (e.g., popular, scholarly, government publications, technical, etc.) through summary, paraphrase, and quotation analysis.
 6. Use established MLA conventions for in-text citations and the Works Cited page.
3. Language Development Component
 1. Academic vocabulary, including but not limited to:
 1. Multiple meanings
 2. Word forms
 3. Collocations
 4. Patterns of usage with regard to context, connotation, register, and grammatical usage
 2. Academic vocabulary study strategies, including but not limited to:
 1. Association strategies
 2. Word mapping
 3. Flash card usage/creation
 4. Extensive practice through generation of text using target vocabulary
 5. Utilization of word reference/dictionary skills
 3. Sentence structure and English language usage, including but not limited to:
 1. Direct instruction in and practice of editing strategies for errors in verb tense and form, noun forms, word choice, word forms, sentence boundaries, and punctuation
 2. Use of academic sentence frames to make writing more academic and native-like
 3. Academic English devices for reporting and hedging of ideas
 4. Corpus-based approaches to English language usage in academic writing, such as noun modification, clause reduction, reported speech, modal usage in hedging, passive voice, academic uses of certain verbs, prepositional phrases for modifying nouns
 5. A wide variety of connector usage (coordinating, subordinating, conjunctive adverbs) to communicate example, emphasis, alternative, addition, contrast, cause, effect, condition, refutation, concession)

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid
- Online

Methods of Instruction:

- Asynchronous Discussion
- Viewing and Listening to Videos
- Online Activities
- Written Assignments
- Reading Course Materials
- Field Trips
- Collaborative Peer/Group Activities
- Group Meetings/Review Sessions (hybrid only)
- Synchronous Discussion
- Listening to Audio Materials
- Facilitated Discussions
- Community Activities
- Quizzes, Exams, and Surveys
- Multimedia Presentations
- On-campus Orientation Sessions (hybrid only)
- Guest Speakers
- Interactive Activities

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

Students will have some percentage of face to face contact with the instructor during which they will interact with the instructor and classmates in an English speaking environment. Students will be able to ask for clarification regarding reading, essay, vocabulary, and editing assignments/tasks studied online. They will also focus on discussion of course concepts in a variety of activities, allowing for negotiation of meaning and communicative practice. This will allow for immediate feedback from both the instructor and their peers. Online, students will study and review concepts related to the improvement of their reading, writing, editing, and vocabulary skills, view presentations which include audio (a voice-over from the instructor), post and reply to discussion boards, participate in audio and/or video activities in individual, small group, and/or whole class activities, and submit written compositions for grading and feedback.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: <https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>)

Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Links are identified with meaningful and unique text in place of displaying the URL. Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for

more complex tables. There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Color is not used as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of," "picture of" or file extension (e.g., ".jpg"). Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Files and content pages pass any built-in accessibility check available in the software. Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. Audio files must be accompanied by complete and accurate transcripts. Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Q & A Discussion Boards
- Group Projects
- Peer Review
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Social Media

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Discussion Boards
- The Online Course Syllabus
- Email
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)
- Social Media

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

- In a hybrid course, interactive and oral practice of the concepts, pair, small group, and whole class work focusing on using

the course content in communicative ways should be reserved for face-to-face or synchronous class sessions.

- Direct instruction, assessment, explanation of concepts, and/or lecture can be conducted online. These activities may include: 1) completing exercises for study and review of essay structure, analyzing model writing, analyzing readings, practicing reading skills, using new vocabulary, and editing errors in compositions in textbook and online workbook 2) viewing and studying grammar presentations set to a slide show presentation and screencasted; viewing videos related to reading skills, composition elements, editing, and vocabulary-specific content 3) posting and participating in discussion board responses 4) writing and uploading compositions 5) reading authentic articles from various websites 6) using software to self-editing and online tutoring services to receive feedback on writing 7) taking practice quizzes.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCC Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

Yes, I have uploaded file(s).

If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover Info tab?

No, this is not a new course

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value