Modesto Junior College

Course Outline of Record Report

09/20/2022

ENGL103 : Advanced Composition & Critical Thinking

General Information

Faculty Author:	• Johanna Isaacson
Attachments:	CID ENGL 105.pdf ENGL-103_SU19.pdf ENGL 103.pdf DE Addendum.pdf
Course Code (CB01) :	ENGL103
Course Title (CB02) :	Advanced Composition & Critical Thinking
Department:	English
Proposal Start Date:	MJC Fall 2023
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Is Distance Education Course:	Yes
Course Control Number (CB00) :	CCC000065679
Curriculum Committee Approval Date:	04/13/2021
Board of Trustees Approval Date:	05/12/2021
External Review Approval Date:	09/01/2018
Course Description:	Advanced composition course that focuses on the techniques and principles of argumentation and offers instruction in analytical evaluation of texts, research strategies, and proper documentation. Examines style, diction, inference, evidence, reasoning, and rhetorical strategies of written argument. A minimum of 5,000 words of thesis-driven essay writing is required.
Proposal Type:	Change to Content The minimum 8,000 word count has been changed to 5,000 words of thesis-driven essay writing. This is a response to changes in IGETC and C-ID word requirements.
Faculty Author:	• Johanna Isaacson

Discipline(s)

Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value

Course Coding

Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Repeatability

0

Type of Repeat

No value

Grading

- A-F or P/NP

Course Prior To College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
IGETC Pattern	Certificate of Achievement	MJC Summer 2022
CSU General Education Pattern	Certificate of Achievement	MJC Summer 2020 to MJC Summer 2021
IGETC Pattern	Certificate of Achievement	MJC Summer 2021 to MJC Summer 2022
Language Studies	A.A. Univ Prep - Area of Emphasis	MJC Summer 2020
Elementary Teacher Education for Transfer Degree (In Development)	AA-T Associate of Arts for Transfer	MJC Summer 2022
IGETC Pattern	Certificate of Achievement	MJC Summer 2020 to MJC Summer 2021
CSU General Education Pattern	Certificate of Achievement	MJC Summer 2021 to MJC Summer 2022
General Studies Language and Rationality	A.A. Degree	MJC Summer 2022
MJC-GE Pattern	MJC-GE Pattern	MJC Summer 2021

General Studies Language and Rationality	A.A. Degree	MJC Summer 2020 to MJC Spring 2021
Language Studies (In Development)	A.A. Univ Prep - Area of Emphasis	MJC Fall 2023
English for Transfer Degree (In Development)	AA-T Associate of Arts for Transfer	MJC Fall 2023
Elementary Teacher Education for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Summer 2020
Law, Public Policy, and Society for Transfer (In Development)	AA-T Associate of Arts for Transfer	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 2021 to MJC Summer 2022
General Studies Language and Rationality	A.A. Degree	MJC Spring 2021 to MJC Summer 2021
English for Transfer Degree	AA-T Associate of Arts for Transfer	MJC Summer 2020
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

MJC General Education (MJC-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area D2: Language & Rationality - Communication and Analytical Thinking	(MJC-GE:D2)	Approved	No value	No Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable. defined.

CSU General Education Breadth Pattern (CSU-GE)	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Area A3: Critical Thinking	(CSU-GE:A3)	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 1B: Critical Thinking	(IGETC: 1B)	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 105

YCCD Intra-district Equivalencies	Categories	Status	Approval Date	Rationale (include Comparable Course, C-ID Descriptor, etc. if applicable.
Columbia College Equivalent Course	(CC)	Approved	No value	CC: ENGL 1C

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, Stanislaus (SEM)

CSU Catalog Year

2020-2021

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

ENGL 2000

CSU Course Title

Critical Inquiry

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

2020-2021

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

UWP 18

CSU Course Title

Style in the Essay University Writing Program

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)

No Value

CSU/UC Catalog Year

No Value

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

No Value

CSU Course Title

No Value

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

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
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	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

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

ENGL100 - Intensive Reading, Writing, and Reasoning

OR

Prerequisite

ENGL101 - Composition and Reading

OR

Prerequisite

ELIC100 - Intensive Reading, Writing, and Reasoning for English Language Learners (in-development)

Requisite Skills

Requisite Skills	Description
Demonstrate the ability to read and think critically.	• ENGL 100 - Apply critical reading skills to the analysis of expository college-level texts from diverse cultural sources and perspectives. • ENGL 100 - Apply critical writing skills in the written analysis of college-level texts from diverse cultural sources and perspectives. • ENGL 100 - Apply general critical thinking skills in analytical discourse. • ENGL 101 - Read and think critically (e.g. distinguish supporting ideas from main ideas distinguish between student's own thoughts and thoughts of writer and draw inferences and make judgments about a writer's thoughts and attitudes). • ELIC 100 - 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.
Demonstrate the ability to evaluate and articulate the credibility of print and online sources.	• ENGL 100 - Evaluate and articulate the credibility of print and online sources. • ENGL 101 - Evaluate and articulate the credibility of print and online sources. • ELIC 100 - Evaluate the credibility, relevancy, and currency of outside sources for use in written assignments.
Demonstrate the legitimate use of scholarly sources by 1) Summarizing and paraphrasing sources; 2)synthesizing multiple sources; 3) Integrating source ideas with his or her own ideas; 4) Avoiding plagiarism by documenting sources according to MLA conventions.	• ENGL 100 - Use scholarly sources in a legitimate way A) summarizing and paraphrasing source material B) synthesizing multiple sources C) integrating source ideas with his or her own ideas and D) avoiding plagiarism by document sources according to MLA conventions. • ENGL 101 - Use scholarly sources in a legitimate way a. summarizing and paraphrasing source material b. synthesizing multiple sources c. integrating source ideas with his or her own ideas and d. avoiding plagiarism by documenting sources according to MLA conventions. • ELIC 100 - 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. • ELIC 100 - Utilize a variety of methods and resources to search for outside sources including the use of a research database.
Write papers that 1) Demonstrate the use of expository and argumentative or persuasive forms of writing; 2) Are correctly formatted according to MLA conventions; 3)	• ENGL 100 - Write papers that show evidence of drafting revising and editing to reflect an academic style and tone. • ENGL 101 - Write papers that show evidence of drafting revising and editing to reflect an academic style and tone.

Demonstrate competent control over written language including syntax punctuation grammar and spelling; 4) Show evidence of drafting revising and editing to reflect an academic style and tone.	• ELIC 100 - 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. • ELIC 100 - Use the English language correctly in academic compositions at a near-native level of proficiency by self-editing common individual errors in grammar.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture 2. Directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment 3. Demonstrated writing techniques and/or rhetorical strategies 4. Guided practice 5. Guided peer workshops of written work 6. Possible field trips

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. This course requires a minimum of 5,000 words of edited formal writing. At least 1,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.
2. Students are typically assigned between 25 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

Evidence of Critical Thinking (Quality)

1. Out-of-Class Essay Prompts:
2. Write a detailed analytical argument that focuses on the power and persuasiveness of an urban legend. In a 1,500-2,000 word essay, defend a thesis that addresses this question: What purpose does the legend serve and why does the legend appeal to a particular audience? Consider who is most likely to tell the story to whom, and consider what sort of occasion might inspire the telling of the tale. Since people tend to be persuaded by stories that are not only emotionally powerful but also logically believable (credible), you therefore want to think about how the legend appeals to its audience's emotions (fears, desires, etc.) as well as its sense of logic. When analyzing the logical appeal of the legend, you want to suggest why the legend appears possible but is actually implausible. You should develop your essay further by examining similar legends and by reflecting upon what your chosen legend suggests about its culture's values and about relations of power among people.
3. Consider Gore Vidal's "Drugs" and A. M. Rosenthal's "The Case for Slavery." Neither of these arguments addresses more than the issue of legalizing drugs, but there are many sides to the drug problem and, correspondingly, more arguments about solving this problem. Review both arguments as writing samples, and construct a 1,200-1,500 word argumentative essay based on one of the topics listed below.
    1. Drug education—at home, in the media, in churches and schools—has been a fact of life in the United States for at least the last decade, yet our society is still plagued by drug abuse. Are these programs working? Would our society be better off without them? Would it help to increase funding to strengthen these messages further? Write an essay that argues one or more of these points. Offer a solution, as Vidal does in his argument, or write an argument expressing dissatisfaction with a solution, as Rosenthal's article does.

Methods of Evaluation (Typical)	**Rationale**
FORMATIVE EVALUATION	1. In-class essays 2. Quizzes and examinations 3. Multiple drafts of out-of-class essay assignments 4. Participation in class discussion 5. Essays with MLA documentation

SUMMATIVE EVALUATION	1. An in-class final essay exam (required)

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Barnet and Bedau	Current Issues and Enduring Questions (11th Ed.)	Bedford/St. Martin's	2019	
Chaffee	Thinking Critically (11th Ed.)	Prentice Hall	2018	
Lunsford	Everything's an Argument, with Readings (7th Ed.)	Bedford St. Martin's	2021	
Rottenberg and Winchell	Elements of Argument (13th Ed.)	Bedford/St. Martin's	2020	
Rottenberg and Winchell	The Structure of Argument (8th Ed.)	Bedford/St. Martin's	2020	

Other Instructional Materials

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
- [x] No
- [ ] Unsure

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

No Value

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

Critically read and compare complex texts with emphasis on analyzing and evaluating the major parts of an argument, including claim, support, and counterargument.

Establish and defend an argumentative thesis in essays that demonstrate advanced, argumentative forms of writing; demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling.

Demonstrate understanding of formal and informal fallacies in language and thought and avoid use of common fallacies.

Identify a text's premises and assumptions in various social, cultural, and historical contexts.

Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and appeals to logos, ethos, and pathos.

Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays, explaining their relevance to assigned works, and using appropriate documentation without plagiarism.

CSLOs

Analyze and evaluate the major parts of an argument such as claim, support, and counterargument. Expected SLO Performance: 0.0

English ENGLISH, AA-T	Create professional-looking written work that shows careful editing and properly document sources.
	Demonstrate an appreciation of literature by reading and analyzing works from various genres, periods, and cultures.
	Read, comprehend, and evaluate a variety of texts and various forms of media.
	Write clear, organized work in a style suited for its purpose and audience.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
Spanish UNIVERSITY PREPARATION, EMPHASIS IN LANGUAGE STUDIES, AA	Read critically, interpret analytically, and write coherently in at least two languages.
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Fairly and effectively summarize argumentative texts, frame quotations, and clearly distinguish one's opinions from others' views while avoiding plagiarism. Expected SLO Performance: 0.0

English ENGLISH, AA-T	Create professional-looking written work that shows careful editing and properly document sources.
	Write clear, organized work in a style suited for its purpose and audience.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Compose grammatically and logically proficient argumentative essays that incorporate an established thesis, support, counterargument, and refutation. Expected SLO Performance: 0.0

English ENGLISH, AA-T	Create professional-looking written work that shows careful editing and properly document sources.
	Write clear, organized work in a style suited for its purpose and audience.
ISLOs GELO	Demonstrate proficiency in LANGUAGE AND RATIONALITY by doing the following: Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking; demonstrating critical thinking in the analysis and production of communication; and demonstrating the ability to find, evaluate, and use information in a variety of formats.
ISLOs Core ISLOs	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.
	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.

Identify logical fallacies in various texts and demonstrate awareness of logical fallacies in one's own writing. Expected SLO Performance: 0.0

Content

Course Content

1. Analyzing the major parts of an argument, such as
    1. Assumptions (warrants)
    2. Claims of fact, value, and policy
    3. Support
    4. Appeals
    5. Counterargument
2. Writing: Review of principles of academic expository writing
    1. Unity
    2. Organization
    3. Coherence
    4. Sufficiency of development
    5. Logic of argument
    6. Style, grammar, and mechanics as needed
3. Writing and defending an argumentative thesis using appropriate rhetorical devices, such as
    1. Concrete examples with specific, clear meaning
    2. Quality and quantity of evidence
    3. Clear and effective organization of thoughts
    4. Transitional devices and other means of achieving coherence
    5. Anticipation, accommodation and refutation of major counterarguments
    6. Using specific references and quotations from primary and secondary souces as eveidence
4. Identifying and using rhetorically effective and appropriate language in written argument, such as
    1. Logical appeals
    2. Emotional appeals
    3. Implicit statements
    4. Denotative and connotative meanings

5. Definitions
6. Variety, balance, and economy in sentence and paragraph construction
7. Figurative language

5. Identifying and using different types of evidence in argument, such as
    1. Induction
    2. Deduction
    3. Example
    4. Analogy
    5. Facts
    6. Opinions
    7. Statistics
    8. Authority
6. Identifying fallacious reasoning, such as
    1. Causal fallacies
    2. Either-or fallacies
    3. Faulty analogy
    4. Begging the question
    5. Overgeneralization

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
- Synchronous Discussion
- Viewing and Listening to Videos
- Listening to Audio Materials
- Online Activities
- Facilitated Discussions
- Written Assignments
- Community Activities
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Field Trips
- Multimedia Presentations

- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Guest Speakers
- Interactive Activities
- Other-Describe in box below

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

Synchronous discussions checked above pertain to hybrid video-conferencing classes. "Other" has been checked to accommodate newer methods of instruction that are likely to open up as technology advances.

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

By discussing, collaborating, interacting, writing grammatically and logically proficient argumentative essays, taking quizzes and exams, and making multimedia presentations, students will be able to hone their critical thinking and academic writing skills. They'll be able to analyze and evaluate major parts of an argument as well as fairly and effectively distinguish one's opinion from others' views through summary and framed quotations while avoiding plagiarism.

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/)

Attention will be paid to closed captioning, color contrasts, usage of heading styles and heading levels in an order, lists made with list tool, labels with textual descriptions, the reading order/sequence, links as unique texts, captions for tables, alternative texts for images, transcripts for audio, unique titles for each slide in a slide deck as well as all text available in outline view. Course design will include using accessibility checkers within the learning management system. Audio and video will not be set to auto-play

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
- Social Media
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

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

Students using the Canvas messaging system to contact each other. Instructors using the Canvas messaging system to reach students. Instructors using the gradebook to contact students. For example, the Canvas gradebook provides lists of students who are delayed in submitting a paper. Instructors could message students on the list and encourage them to submit.

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

- lecture can be designed in face-to face/synchronous and asynchronous formats
- discussions can be part of the face-to face/synchronous format as well as in the asynchronous format
- quizzes and papers will be submitted online, and larger examinations can be designed for either online or face-to face/synchronous formats
- games and collaborative work can be set in an asynchronous as well as face-to-face/synchronous formats.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO 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.)

No documentation is necessary

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