![Lane Community College logo]

Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **WR097** Full Course Title for print catalog: **Paragraph and Essay Writing**

Abbreviated Course Title for Banner: **Paragraph and Essay Writing**

 (30 character limit)

Prerequisites: WR087 or WR090 or Placement Test scores same as WR095

Co-requisites: None

Grade Option: ☒ Graded (with P/NP option)   ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
6 Lecture	60 hours (lecture credits x 10)	72 hours (lecture credits x 12)	66 hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
6 **Total credits (sum)**	60 **Total hours (sum)**	72 **Total hours (sum)**	66 **Total hours (sum)**

Course Description (300 character limit): Students will demonstrate control and understanding of the writing process: generate and organize ideas, write drafts, revise, and edit paragraphs and multi-paragraph essays. Students will produce writing that reflects knowledge of advanced grammar skills. Students should expect to submit final drafts in typewritten form. Course activities may be enhanced through extended workshop setting or online modules.

Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

Upon successful completion of this course, the student will:

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

Writing Process

Upon successful course completion, the student will:	*This outcome will be assessed by one or more of the following:*

Use pre-writing skills to plan focused, well-organized paragraphs and multi-paragraph essays.	Completion of concept map, outline, and/or flow chart Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Portfolio projects
Write unified, coherent, and adequately developed paragraphs with clear topic sentences.	Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Portfolio projects
Write well-developed essays that include a thesis statement and unified, coherent, and adequately developed paragraphs with clear topic sentences.	Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Portfolio projects
Recognize and use a variety of options for introductory, body, and concluding paragraphs.	Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation
Demonstrate control of a variety of organizational strategies at the paragraph and at the essay level (such as narrative, process, opinion/persuasive, summary, comparison/contrast, definition, description, cause/effect, and exemplification).	Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation
Identify main ideas, thesis, and organizational patterns in longer readings, and write summaries of reading material.	Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Portfolio projects
Use appropriate transitions between sentences and between paragraphs.	Performance tests Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Workshop setting
Critique constructively and revise his/her own work and the work of others.	Small group and class activities Homework/writing assignments Sentence combining activities Check list, use of rubric, self-evaluation Workshop setting

Writing Skills and Conventions

Upon successful course completion, the student will:	*This outcome will be assessed by one or more of the following:*

Apply sentence combining techniques to achieve stylistic variety.	Sentence combining activities Performance tests Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Workshop setting
Recognize and correct common errors in sentence structure, punctuation, and grammar (e.g. comma splices, run-ons, sentence fragments).	Performance tests Small group and class activities Homework/writing assignments Check list, use of rubric, self-evaluation Workshop setting
Correctly use participles, gerunds, infinitives, appositives, and parallelism.	Performance tests Small group and class activities Homework/writing assignments Sentence combining activities Check list, use of rubric, self-evaluation Workshop setting
Identify, write, and correct simple, compound, and complex sentences using appropriate conjunctions and punctuation.	Performance tests Small group and class activities Homework/writing assignments Sentence combining activities Check list, use of rubric, self-evaluation Workshop/peer review

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes?
(See sample at http://www.lanecc.edu/cops/format3.htm.)

Topics:

Writing Process:
- o Pre-writing
- o Paragraph and Essay Organization
  - Topic sentences
  - Thesis statements
  - Introductions
  - Conclusions
- o Paragraph and Essay unity, coherence, and development
- o Paragraph and Essay Organizational Patterns
  - Narrative
  - Process
  - Opinion/ Persuasive
  - Summary
  - Comparison/ Contrast
  - Definition
  - Description
  - Cause/ effect
  - Exemplification

o Editing and Revising for unity, coherence, and development
o Editing and Revising for standard written English conventions

Writing Skills and Conventions:
      o Parts of Speech
      o Subject/ Verb Agreement
      o Simple, Compound, and Complex Sentences
      o Conjunctions
      o Punctuation
      o Run-ons, comma splices, and sentence fragments

Section 2. Proposal Information

Course Developer:	Type of Proposal	Type of Course:
ALS Faculty	☒ New course	☐ Lower Division Collegiate (transfer)
Date: 2012-13	☐ Currently 199 or 299	☐ Professional/Technical (required or elective)
Catalog year to take effect:	☐ Experimental Course	☒ Developmental, numbered below 100
2012-13	☐ 199 Special Studies	
	☐ 299 Trends	
	☐ Revised course (If increasing credits, use credit change form)	
	☐ Reactivated course with no change	
	☐ Reactivated course with changes	

Rationale:
How does this proposal further the goals of the program or department?
This course is part of a comprehensive plan to pilot innovations in developmental education at Lane. This course would be the second in a two-term writing sequence at the developmental level that would provide an accelerated alternative to the current three-term sequence.

What assessment evidence supports this proposal?
Although there is a dearth of longitudinal data that tracks the success of developmental students at Lane, preliminary analysis at Lane and nationwide suggests that students can benefit from a shorter, accelerated developmental writing sequence. Further, while success rates in individual ALS writing courses are high relative to other Lane courses and developmental courses at other colleges, data suggests that many students do not complete their program or certificate goals due to the number of courses currently required at the developmental level.

How do you know there is a demand for this course?
The number of students placing into developmental-level courses at Lane (and nationwide) has increased dramatically – student FTE in ALS courses has increased 76% in two years. Nationwide, over 55% of students place into developmental-level courses. In addition, current research suggests that students are more likely to progress and complete certificate and degree programs if developmental coursework is accelerated and completed over a shorter period of time.

Section 3. Curriculum Equity (http://www.lanecc.edu/cops/curric.htm)
To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

As in all Academic Learning Skills courses, we will promote an atmosphere of support in the classroom, in which all students are appreciated and honored.

An integral part of the peer editing process will be to facilitate effective and respectful communication between and among students from diverse backgrounds.

ALS is committed to offering anti-bias curricula infused with multicultural perspectives and aligned with the College's core values.

In addition, we strive to design curricula and instructional materials based on the principles of universal access.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: **N/A** Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: ☐ Graded (with P/NP option)   ☐ Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
__ Lec/Lab	__ hours (lec-lab credits x 20)	__ hours (lec-lab credits x 24)	__ hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
__ **Total credits (sum)**	__ **Total hours (sum)**	__ **Total hours (sum)**	__ **Total hours (sum)**

Course Description:

What will change? ☐Course Number ☐Title ☐Course Description ☐Credit hours ☐Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required. N/A

Program	Division

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of two options at right. Note: N/A is not an option.

Options:
1. No overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date
ALS	WR 90				
ALS	WR 95				

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at
http://www.lanecc.edu/currsched/index.html and send to Mary Brau for the Degree Requirements Review Committee):
☐ Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

☐ Arts & Letters

☐ Social Sciences

☐ Science /Computer Science

☐ Mathematics

AAOT:

☐ Cultural Literacy Option

AAS, 1-year and 2-year certificates:

☐ Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources? This course will not require substantive use of library and information resources.

Each academic area has a Liaison Librarian (http://www.lanecc.edu/library/services/liaison.htm). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:
☐ Library resources are adequate to support this proposal.
☐ Additional resources are needed but can be obtained from current funds.
☐ Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian	Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:
☐ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

☐ No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain:

Required Certifications:
☐ We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with ASA upon course approval.
☐ We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with ASA and Human Resources upon course approval.

Fees:
☐ We have completed fee rationale and fee request forms to be submitted to ASA upon course approval, in compliance with the COPPs procedure, "Fees: Special"
☐ No special fees will be required for this course.

Divisional Recommendation:
☐ The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.
☐ Faculty review of this course was completed within the division on _____ (date).

☐ Pass   ☐ Do Not Pass

Administrative Assistant/Coordinator	Date

Academic Dean	Date

Section 10. College Approval

Curriculum Committee Chair	Date	Executive Dean for Academic Affairs	Date
Curriculum Approval Committee hearing:	Date	Vice President for Academic & Student Affairs	Date