

Union County College
Faculty Curriculum Committee

New Course Proposal Form

To all faculty members seeking to introduce a new course proposal to the Curriculum Committee, please make sure to complete the attached form accurately before submitting your proposal. For all new courses, **please submit an electronic copy of your proposal to the Curriculum Committee Chair, with a copy to the New Course/New Program Subcommittee Chair.** All new course proposals must follow these guidelines completely. If these guidelines are not followed completely, your new course proposal may be delayed in the acceptance process. **Please refer to the Curriculum Committee website for all deadlines and meeting dates.**

Please Note:

- a) These guidelines for submitting new courses were taken from the Union County College Curriculum Committee By-laws found on the committee's web page, and have been changed into checklist form for easy use.
- b) This form must be submitted to the New Course/New Program Subcommittee chairperson with your new course proposal.
- c) All courses that will be offered in a Distance Learning format (Online or Blended) must be reviewed by the Academic Technology Committee and approved by the Curriculum Committee. This applies to new courses that will be offered in the Distance Learning format for the first time. The proposal for all Distance Learning Courses should be reviewed by the Academic Technology Committee (ATC) prior to being submitted to the Curriculum Committee (but reviews may be concurrent if necessary). The ATC will only review the proposal as it relates to the technology required to deliver the course. For ATC proposal procedures, please contact the Chair of the ATC.

*Union County College
Faculty Curriculum Committee*

New Course Proposal Form

PART I

ORIGINATOR(S): Dr. Elise Donovan	DATE: February 12, 2014
DEPARTMENT CHAIR: Dr. Elise Donovan	
COURSE CODE: English 097	TITLE: Accelerated Introduction to College Reading and Writing II PROGRAM: N/A
INSTRUCTIONAL METHOD (S):	
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab	<input type="checkbox"/> Clinical <input type="checkbox"/> Studio
<input type="checkbox"/> Online <input type="checkbox"/> Blended	
Proposed Effective Catalog Date:	
Proposed Term Effective:	
Anticipated frequency of offering:	

PART II

A. COURSE DESIGNATION:	
<input type="checkbox"/> General Education Please check the requested General Education knowledge area below:	
<input type="checkbox"/> Communications <input type="checkbox"/> Cultural and Global Awareness <input type="checkbox"/> Ethical Dimension <input type="checkbox"/> History <input type="checkbox"/> Humanities	<input type="checkbox"/> Mathematics <input type="checkbox"/> Sciences <input type="checkbox"/> Social Sciences <input type="checkbox"/> Technological and Information Competency
<input checked="" type="checkbox"/> Basic Skills	
<input type="checkbox"/> Distance Learning	
<input type="checkbox"/> Career Course (Identify program): _____	
<input type="checkbox"/> Other (Please Specify): _____	

<p>B. PROGRAMS AFFECTED: Does the new course change an existing degree program? (If so, you may must submit a Program Revision form).</p>
<p>C. COURSE LEVEL: <input type="checkbox"/> 100 level course <input type="checkbox"/> 200 level course <input checked="" type="checkbox"/> Basic Skills course</p>
<p>D. SEQUENCING: Is this course part of a sequence? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, what is the sequence?</p>
<p>E. RATIONALE:</p> <p>1. Describe the need for this course. (If Distance Learning format is proposed, explain the rationale) This course is designed to offer students who score in the top range on the English Placement Exams an opportunity to accelerate through Developmental English and to reach degree completion more quickly and successfully.</p> <p>2. How does this course enhance student learning? The course will be taught through a combined lecture and workshop/lab format and allows students to practice reading and writing skills in combination, with intensive guidance from the instructor.</p> <p>3. Are there other courses in the College catalog similar to this course? If so, explain how this course is different. No, there are not.</p>
<p>F. TRANSFERABILITY: How the course will satisfy the degree requirements of a specific four-year institution? N/A</p>
<p>G. ADDITIONAL RESOURCES AND COSTS: Describe additional facilities, equipment,</p>

staffing, print/non-print material, library resources, certification/special training for faculty, if applicable:
None

H. PROGRAM ADVISORY COMMITTEE REVIEW:

If this is a career course, has it been reviewed by the Advisory Committee?

Yes No XN/A

If yes, what was the feedback?

Part III

REQUIRED ATTACHMENTS:

- Department Approval: Attach email from department chair indicating department review and approval of the new course proposal.
- Course Syllabus: Attach course syllabus which must include the following required elements:
 - Course description including pre/corequisites, credit hours, lecture/lab hours and suggested course number
 - Course learning outcomes
 - Student Resources (Required texts)
 - Criteria for student evaluation: how course grades will be determined (exams, papers, student presentations, etc.). If distance learning is used, explain how/if the evaluation criteria will change with distance learning modality
 - Course outline with topical or thematic weekly schedule of student activities. If Distance Learning is used, highlight any changes that will result from using the distance learning modality
 - Suggested Teaching Methodologies
 - Grid with Middle States Criteria for the Correlation of General education Goals and Objectives to Student Learning and Assessment
 - For distance learning courses only** (this section will be reviewed by the ATC): an appendix addressing the technical issues related to administering the course via a distance learning modality. Consult with the Academic Technology Committee for specifics.

Review/Approval for _____ Accelerated Introduction to College Reading and Writing II

(Title of Course)

APPROVALS:

NEW COURSE/PROGRAM SUB-COMM.CHAIR

DATE

CURRICULUM COMMITTEE CHAIR

DATE

VP FOR ACADEMIC AFFAIRS

DATE

RECEIVED:

REGISTRAR

DATE

VP FOR ADMINISTRATIVE SERVICES

DATE

After all reviews/approvals have been completed, please return a copy of the completed signed form to Curriculum Committee Chair.

COURSE NUMBER & NAME: Accelerated Introduction to College Reading and Writing II
ENG 097

LECTURE HOURS: 6
CREDITS: 6 institutional credits

PREREQUISITES: Satisfactory Placement Test scores on the Reading, Essay and Sentence Sense tests.

COURSE DESCRIPTION:

Introduction to College Reading and Writing II is an accelerated course designed to help students whose reading and writing abilities indicate the need for concentrated involvement in the reading process, particularly to improve comprehension, critical reading and vocabulary, and in the writing process, particularly to learn and practice the conventions of college-level writing. Students take English 097 in place of taking both English 099 and English 089.

STUDENT LEARNING OUTCOMES: upon completion of the course, students will be able to

1. Read critically from a variety of texts (primarily non-fiction): improve note-taking, ask their own questions, reflect on what is significant in a text, consider in what way(s) texts relate to their own personal experience.
2. Write text-based essays and responses, making use of a variety of genres, including narrative and description, analysis and interpretation of a text, and the persuasive essay.
3. Demonstrate information literacy through library database and Internet assignments and the completion of a short research paper.
4. Write focused in-class essays free of surface errors.

STUDENT RESOURCES: suggested texts

We are America (Bedford/St. Martins) --or a similar reader
Nickel and Dimed (Ehrenreich)—faculty may choose another full-length text from among those recommended by the Department
My Writing Lab—faculty may also choose a paper writing skills handbook

COURSE REQUIREMENTS:

Attendance (absences not to exceed 6 hours); class participation; homework; summaries, personal responses; reading logs, journals; formal essays; objective question activities/quizzes/tests; vocabulary exercises/quizzes/tests; library activities/projects

EVALUATION AND GRADING METHODS:

Students will be graded on a variety of essays, responses, and quizzes. Students must complete four formal text-based essays, one of which must include research. Students will also keep a journal. Essays will count as 60% of the student's grade, with the responses, quizzes, and the journal making up the other 40%. Final Evaluation will be based upon portfolio review.

CLASS SCHEDULE:

The syllabus should list the assignments and their due dates. Following is a sample schedule based on the use of *America Now* and *Nickel and Dimed*. It is only a guide.

Week/Meeting	Assigned Readings	Activities
One	<i>AN</i> Introduction pages 9-21	Introduction to the Reading and Writing Process
Two	“Does a Family Need to Share a Surname” “First Family” “The Crossing”	Response One Due Vocabulary/Questions Thesis Exercises Subject-Verb Agreement Activities Introduction to the First Essay: “Family Identity”
Three	Handout on revising	Response Two Due Essay One Rough Draft Narrative Writing Exercises Paragraph Structure Activities Verb Tense Activities Transition Word Activities
Four	“This Photo is Lying to You” “Then New Literacy” Pages 177-194	Essay One Final Draft Due Response Three Due Introduction to Essay Two: “Technology and the Media” Discussion, vocabulary
Five	<i>America Now</i> pages 275-291 Bring <i>Nickel and Dimed</i>	Response Four Due Essay Two Rough Draft Due Sentence Structure Activities Details/Examples Activities
Six		Quiz One Essay Two Final Draft Due Introduction to Essay

		Three: "Happiness and Fear"
Seven		Mid-Term Conferences
Eight	<i>Nickel and Dimed</i> 1-49	Response Five Due Quiz Two
Nine	"What You Don't Know Makes You Nervous" "If You're Happy and You Know It" "Get Happy" "The Science of Happiness" "What Should You Worry About" "All Crisis, All the Time"	Response Six Due Essay Three Rough Draft Due Sentence Structure Activities Details/Examples/Evidence Activities
Ten	<i>Nickel and Dimed</i> 50-119	Response Seven Due Quiz Three Essay Three Final Draft Introduction to Essay Four: "Getting a Job in this Economy"
Eleven	Library Articles	Response Eight and Nine Due Research Activities
Twelve	<i>Nickel and Dimed</i> 121-191 Library Articles	Response Ten Due Essay Four Rough Draft One Due Quiz Four Citation/Bibliography
Thirteen	<i>Nickel and Dimed</i> end	Essay Four Rough Draft Two Due
Fourteen		Essay Four Due Quiz Five Collect portfolios

SUGGESTED TEACHING/LEARNING METHODOLOGIES:

1. Whole class and small group discussion.
2. Individual reading conferences
3. Written summaries of readings
4. Written responses to readings
5. Short answer activities
6. Vocabulary logs
7. Research activities, individual and group

CORRELATION OF PROGRAM OUTCOMES, STUDENT OUTCOMES, AND ASSESSMENT METHODS:

PROGRAM GOALS: STUDENTS HAVING TAKEN 097 WILL BE ABLE TO:	STUDENT OUTCOMES: STUDENTS HAVING TAKEN ENG 097 WILL BE ABLE TO:	ASSESSMENT METHOD OF OUTCOMES
Comprehend and evaluate what they hear and read	Be familiar with a broad range of reading material, including textbook type material, more complex expository prose, and full length non-fiction	Summaries, quizzes, class discussions, formal essays
State and evaluate the views and findings of others	State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author's arguments and supports for a particular thesis, and draw implications from the selection	Written summaries, short essays, personal responses

Write and speak clearly and effectively in standard American English	Write a complete essay in response to their readings, demonstrating an ability to integrate their understanding of main point, supporting details, and conclusions into that essay.	Formal essays
Use appropriate library tools such as library cataloging systems to access information in reference publications, periodicals, bibliographies, and databases	Find, evaluate and synthesize information from databases and other electronic and library sources.	Library activities/projects
Recognize weaknesses in arguments, such as the use of false or disputable premises, suppression of contrary evidence, faulty reasoning, and emotional loading	State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author's arguments and supports for a particular thesis, and draw	Personal responses, reading logs, journals, formal essays

	<p>implications from the selection</p> <p>Synthesize material from several authors into coherent, well-written, well-supported observations</p>	
<p>Analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or situation</p>	<p>State the point of a reading selection, restate the information the author supplied to illustrate that point, detail the author's arguments and supports for a particular thesis, and draw implications from the selection</p> <p>Synthesize material from several authors into coherent, well-written, well-supported observations</p>	<p>Personal responses, reading logs, journals, formal essays</p>