Curriculum Details (current date: October 20, 2014)

Proposed By

Proposed by: jennyrw

Course Record ID

905

Entry Type

New (draft)

Date Created

September 19, 2014

Notes and Special Changes

This course will be a 50-minute lecture that is added to a regular English 100 course. This 197 course will be on a third day of the week. It will act as supplementary instruction for the English 100 course, yet it will be mandatory.

Stakeholders Consulted

This proposal is supported by the Language Arts Department. I spoke with Ellen Ishida-Babineau and Ardis Eschenberg and both have given substantial recommendations and pledged their support for this pilot, experimental, ALP course.

1. Justification

According to the WCC Annual Report of Remedial/Developmental Program, in 2012-2013, 93% (265) of students who enrolled in remedial writing one level below the college-level course completed the course with a grade, but only 59% (156/265) completed the course successfully (with a grade equivalent to a C or higher). Between Fall 2012 and Spring 2013, 79 (79%) persisted on to the subsequent college-level course, and of those, only 51 (64.5%) were successful in the college-level course. ALP courses shorten the pipeline from remedial to college-level work. With fewer places to lose students, more students are likely to complete college-level course work. Thus, this supplementary course will allow students who test into the highest levels of remedial English to take an accelerated English course that will give them the opportunity to pass English 100 in one semester instead of two.
2. Course Alpha

ENG

3. Course Number

197

4. Course Title (long)

Supplemental Instruction

5. Course Title Short

Supplemental Instruction

6. Course Credits

1

7. Course Credit Upper Range

0

Repeatable

Will default to 98 (this is how often someone can sign up for the course (not how many times they can apply it to a degree)

8. Course Description


9. Course Pre-Requisites

“To register for this course, please see a counselor.”

10. Course Co-Requisites


11. Course Recommended Preparation


12. Contact Hours (lecture, lab, lecture/lab)

1 50-minute lecture per week

13. Department

Language Arts

14. Cross-Listing

English 100

15. Course Content

Because this is a supplementary course to a regular English 100 class, here are the texts and topics that will likely covered: • Motivation, Mindset and Goal Setting. • How the Brain Works • Stress and the Body • Homeless Issues on Oahu

16. Course Competencies

17. Assessments, Tasks, and Grading

These classes will be used to supplement the course work in the regular English 100 class. Much of the class will consist of guided drafting (in a writing journal), guided research and grammar lessons and quizzes. Students will receive credit (C or better) or no credit (D or below) for this course. To get a C, students will have to receive a 70% or better on the following graded tasks: • Journal: 50% • Grammar assignments and quizzes: 25% • Attendance and Participation 25%

Grading Options

Will be set to Banner default

18. Auxiliary Materials and Content

A student assistant (SI) will be employed in the classroom to run activities while the instructor meets with students in small groups.

19. Additional Activities outside of class and class time
20. Special Costs connected to the course

21. What are the Student Learning Outcomes?

1. Use a writing journal to explore ideas and brainstorm for essays. 2. Identify and correct common grammar, spelling and punctuation errors in texts.

22. Connection between the Course SLOs and the College's General Education Outcomes

GenEd: Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.

GenEd: Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.

23. How does the proposal connect to the college's strategic plan?

This proposal also addresses the WCC strategic plan, Outcomes 2.3: Increase the number and percentage (to 80%) of students who, if assigned to developmental intervention, enroll in and successfully complete that sequence and move on to degree applicable instruction.

24. Describe the staff that will be needed

This course will require a student assistant (SI) to work in the classroom with the instructor.

25. Describe the facilities that will be needed, including special rooms

This course will require a computer room.

26. Describe any other resources that will be needed

27. How will the staff, facilities, and other resources for the course be secured?

Students assistants (SIs) are already available for this course. The department chair of Language Arts has also reserved a room for this course.

28. Program Requirements
AAEelect

29. Diversification Requirements

No longer being used. Answers are included in Question 28

30. Maximum Credits Towards an AA Degree

1

31. List any similar classes taught at outside of the UH system

32. List any similar classes taught at campuses in the UH System.

33. How, if at all, is the course intended to count in lieu of a course taught at a four-year campus.

34. How, if at all, is the course similar to upper-division courses in the UH System.

35. How does the course articulate with four-year programs (Gen Ed)?

36. List any articulations between this course and any four-year program.

End of Proposal