

Summary of CCN English Subcommittee Report 2023

The following provides a summary of the Recommendation Report from the CCN English Subcommittee.

Recommendation	Vote
<p>Course Number and Prefix: ENG 104Z</p> <p>Course Title: Introduction to Fiction</p> <p>Course Credits: 4</p> <p>Course Description: The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104z provides opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 	<p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>12 Yes 0 No 0 Abstain</p>
<p>Course Number and Prefix: ENG 105Z</p> <p>Course Title: Introduction to Drama</p> <p>Course Credits: 4</p> <p>Course Description: The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p> <p>Course Learning Outcomes:</p>	<p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>12 Yes 0 No 0 Abstain</p>

<ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 	
<p>Course Number and Prefix: ENG 106Z</p> <p>Course Title: Introduction to Poetry</p> <p>Course Credits: 4</p> <p>Course Description: The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p> <p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. 	<p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>13 Yes 0 No 0 Abstain</p> <p>12 Yes 0 No 0 Abstain</p>

Chart approved by CCN English Subcommittee Co-chairs Eleanor Wakefield and Kristin Dorsey, October 22, 2023.

CCN Subcommittee Recommendation Report

English

Subcommittee Authors

Kristin Dorsey, kdorsey@cocc.edu

Eleanor Wakefield, ewakefie@uoregon.edu

Kristin Dorsey and Eleanor Wakefield, Co-chairs

November 6, 2023

Date of last meeting

Friday, 3 November 2023

Plans for next meeting

This marks our final meeting. We will schedule a follow-up meeting in the event that the Transfer Council asks for revisions or more information on some aspect of our report.

Overview

The English Subcommittee commenced meetings on 10 February 2023 to align ENG 104 (Introduction to Fiction); ENG 105 (Introduction to Drama); and ENG 106 (Introduction to Poetry), and agreed to two-hour meetings every other week for the remainder of Winter and Spring terms. As most Oregon community colleges and public universities already shared the same course numbers and titles, the committee moved quickly toward aligning outcomes. Before that could happen, the group took time to understand which of these courses were being offered on which campuses and which campuses had, over the years, developed and were teaching variants of introductory literature courses.

Outcomes work was slow and difficult, given a lack of clear procedure and a wide variety of existing outcomes for these classes across the state. In the end, the group found it useful to aggregate all existing course outcomes and group like outcomes together. This gave us categories that we then used to set priorities: reading, appreciation (cultural and personal), interpretation, and analysis. From there, we began to draft outcomes, informed by the language of previously existing outcomes and outcomes crafted by thought leaders in the field. This process worked well for the latter three outcomes, but despite many attempts to write and agree on a reading outcome, we were unable to do so. Some members argued that “reading” was a foundational skill assumed by the other outcomes.

That process, then, led us to three straightforward outcomes. In the composition of these, we considered 1) the ease with which these might be understood by students; 2) the ease with which these could be understood and acted upon by faculty (particularly contingent faculty); 3) the ease with which the outcomes could be assessed. In this process, we consulted with the assessment/outcome subcommittee. It was agreed by our committee that our three outcomes accurately and clearly represented our priorities for the courses, and that, given the fact that the

differences between these three courses have to do with genre, they could share outcomes. The committee spent the majority of meeting time between February and June discussing and crafting these outcomes.

Our final step was to create course descriptions. Again, we wanted to make these both understandable and enticing to students looking for Arts and Letters courses. Given our decision to present identical outcomes, the committee strove to use the course descriptions to differentiate courses/genres. We organized workgroups for each course, and those groups each brought back proposed language that we then workshopped as a full committee.

It is our hope that providing a more detailed overview might help future subcommittees envision a path forward. We believe examples of the previous groups' processes might have helped us more quickly get our bearings when we started the work.

Action Items Completed

RECOMMENDATION	STATUS
ENG 104Z Decisions	
<p>Course Number and Prefix: ENG 104Z</p> <p>Rationale: Most Oregon community colleges and public universities already use this course number and prefix.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Title: Introduction to Fiction</p> <p>Rationale:</p> <p>Most Oregon community colleges and public universities already use this course title.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Credits: 4</p> <p>Rationale:</p> <p>The majority of institutions represented already have these courses set at 4 credits. Representatives of the few institutions offering the course at 3 credits recognized that moving to 4 credits was inevitable.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Description: The study of fiction invites us to enter imaginative narratives and confront the challenges of being human. English 104z provides</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>

<p>opportunities for the appreciation of fiction, including deeper awareness of craft and insight into how reading fiction can lead to self-enrichment. Students read a variety of types of fiction, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p> <p>Rationale: In addition to differentiating courses based on genre, each course description highlights some personal and social benefits of studying literature.</p>	
<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. <p>Rationale:</p> <p>After voting to keep the same three course learning outcomes (CLOs) for ENG 104Z, 105Z, and 106Z, it came to the attention of ENG Co-chairs that there was some disagreement in the CCN Outcomes Assessment subcommittee about using the same CLOs for differently numbered courses. At this point, a decision was made to reach out to the CCN Outcomes Assessment Co-chairs, the Systems and Operations Co-chairs, and NWCCU to see if there is any guidance for using the same CLOs.</p> <p>During these discussions, it was brought to the group's attention that Portland Community College (PCC) does not allow differently numbered courses to use the same CLOs. However, after further discussion with these groups, it was determined that there were no restrictions to using the same CLOs, especially since these three courses are not sequential and only differ by genre. PCC agreed that they could use the extra 25% institutions are allowed to add to CLOs to add a genre-specific course outcome. Advice from NWCCU didn't definitively contradict our process. Both Co-chairs of the Outcomes Assessment, and Systems and Operations subcommittee gave their consent to using the same CLOs for all three courses.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>

<p>Finally, Chris Sweet (Systems and Operations Co-chair) provided a description of the transfer review process, which suggests that questions raised by outcomes can be answered by reviewing course titles and descriptions, and Angela Vossenkul (Outcomes Assessment Advisor to CCN English) encouraged moving forward with the three agreed-upon outcomes. We understand that, should Transfer Council provide different guidance in the future, or should institutions report transfer problems based on the three identical outcomes, these can be addressed within the review cycle.</p>	
ENG 105Z Decisions	
<p>Course Number and Prefix: ENG 105Z</p> <p>Rationale: Most Oregon community colleges and public universities already use this course number and prefix.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Title: Introduction to Drama</p> <p>Rationale: Most Oregon community colleges and public universities already use this course title.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Credits: 4</p> <p>Rationale: The majority of institutions represented already have these courses set at 4 credits. Representatives of the few institutions offering the course at 3 credits recognized that moving to 4 credits was inevitable.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>
<p>Course Description: The study of plays exposes us to texts with the power to shock, inspire, enlighten, and delight; this course in drama can be an empowering and transformative journey toward keener engagement with the world, local community, and your intended path. English 105z provides opportunities for the appreciation of drama, including deeper awareness of craft and insight into how reading plays can lead to self-enrichment. Students read a variety of types of drama, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p>	<p>Yes: 13 No: 0 Abstain: 0</p> <p>Passed</p>

<p>Rationale: In addition to differentiating courses based on genre, each course description highlights some personal and social benefits of studying literature.</p>	
<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. <p>Rationale: See rationale for ENG 104z.</p>	<p>Yes: 12 No: 0 Abstain: 0 Passed</p>
<p>ENG 106Z Decisions</p>	
<p>Course Number and Prefix: ENG 106Z</p> <p>Rationale: Most Oregon community colleges and public universities already use this course number and prefix.</p>	<p>Yes: 13 No: 0 Abstain: 0 Passed</p>
<p>Course Title: Introduction to Poetry</p> <p>Rationale: Most Oregon community colleges and public universities already use this course title.</p>	<p>Yes: 13 No: 0 Abstain: 0 Passed</p>
<p>Course Credits: 4</p> <p>Rationale: The majority of institutions represented already have these courses set at 4 credits. Representatives of the few institutions offering the course at 3 credits recognized that moving to 4 credits was inevitable.</p>	<p>Yes: 13 No: 0 Abstain: 0 Passed</p>
<p>Course Description: The study of poetry invites us to delve into the biggest questions about life and culture alongside the seemingly smallest issues of words and sounds. English 106z provides opportunities for the appreciation of poetry, including deeper awareness of craft and insight into how reading poetry can lead to self-enrichment. Students read a variety of types of poetry and poetic forms, from diverse perspectives and eras, and develop their skills in discussion, literary analysis, and critical thinking.</p> <p>Rationale: In addition to differentiating courses based</p>	<p>Yes: 13 No: 0 Abstain: 0 Passed</p>

<p>on genre, each course description highlights some personal and social benefits of studying literature.</p>	
<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Articulate how culture and context shape literary texts and how literature contributes to understandings of ourselves and the world. 2. Identify how literary devices and various formal elements contribute meaning to a text. 3. Build interpretations based on relevant evidence. <p>Rationale: See rationale for ENG 104z.</p>	<p>Yes: 12 No: 0 Abstain: 0 Passed</p>
Review Cycle Recommendation	
<p>We propose that the annual review cycle of these courses have a twofold purpose: (1) to review the transfer effectiveness of the courses and (2) to gather information about challenges, concerns, and changes needed from the 24 two- and four-year schools in the state.</p> <p>Every third year, we recommend a deeper review of the alignment of these courses; this is the only time that the subcommittee will consider a vote to modify the aligned content of the course, using the previous two years of data. The choice in these third-year reviews will be to either affirm our existing alignment decisions or to revise based on the data gathered from the previous two years.</p> <p>We advise that as many members of the original subcommittee be invited to participate in these discussions as possible since historical memory and original context will be useful in informing future decisions.</p>	<p>Yes: 10 No: 0 Abstain: 0 Passed</p>

Action Items In-progress/Pending

ACTIVITY	STATUS
N/A	N/A

Questions for Transfer Council

- Clarification about the application of the 25% institutionally-based change rule would have been helpful. This came up in the English Subcommittee related to two issues. First, there was some concern about whether our choice to only include three outcomes would impact any individual institution's ability to add another outcome. Further, once concerns were raised related to the identical outcomes, one possible solution for institutions that needed differentiated outcomes was to add another outcome. Again, a question was whether that was permissible under the 25% rule.
- Does the Transfer Council have a clear position on the issue of identical outcomes for multiple classes? To be clear, the Introduction to Literature courses are not progressive. Instead, these courses are lateral, and the differences between them are genre-related.

Other Notes

- At multiple points in the process, questions were raised about how this work might impact dual credit programs across the state. Course alignment changes will impact high school teachers teaching College Now, possibly disproportionately given their course loads and student numbers. Presumably, it is the job of the community college and public university faculty to inform College Now instructors of these changes and to help them redesign curriculum to account for CCN changes. We would like to note that this is another layer of invisible labor embedded in this work.
- Relatedly, some high schools are articulating with community colleges and public universities who may opt to drop ENG 104Z, 105Z, and 106Z and replace them with course numbers, titles, and descriptions that better reflect the way they have been teaching these courses. This may impact the transferability of these courses for high schoolers taking these versions of the courses and/or it may require high schools to reconsider their partnering institutions.

Signed by:

Name: Kristin R. Dorsey

Signature *Kristin R. Dorsey*

Name: Eleanor Wakefield

Signature *Eleanor Wakefield*

Date: 3 November 2023

Provide copies to:

CCN English Subcommittee

Eleanor Wakefield
Diana Maltz
Gavin Keulks
Bishupal Limbu
Tim Jensen**
Sheri Rysdam
Ki Russell
David Mount
Megan Ward*

Kristin Dorsey
Don Anderson
Melissa Manolas
Michael Winston
Donna Bernhisel
Chris Riseley
Marcos Norris
Indigo Recker*

*denotes contributing members in the 2022-2023 school year who served an incomplete term.

**denotes contributing member in the 2023-2024 school year who served an incomplete term

Transfer Council Co-chairs

Jose Coll

Teresa Rivenes

HECC

Donna Lewelling, Director of Community Colleges and Workforce Development

Veronica Dujon, Director of Academic Policy and Authorization

—END OF REPORT—