GENERAL EDUCATION COURSE PROPOSAL
WEBER STATE UNIVERSITY
COMPOSITION

Requirement(s) (*check all that apply*):

__**X**___	Part A: Rhetorical Situation
__**X**___	Part B: Reading
__**X**___	Part C: Thinking
__**X**___	Part D: Writing: Structure and Mechanics
__**X**___	Part E: Writing: Process
__**X**___	Part F: Research and Argumentation **(ENGL 2010 only)**

Date: **September 9, 2011**

College: **Arts and Humanities**

Department: **English**

Catalog Abbreviation: **ENGL**

Catalog Title: **Introductory College Writing**

Course Number: **1010 and 2010***

Credit Hours: **3 (each)**

New: _____
Renewal:___X___

* Note: Because the primary difference between ENGL 1010 and ENGL 2010 is that Part F of the outcomes applies only to ENGL 2010, we have combined both courses into this proposal. Outcomes that apply to only 2010 will be indicated.

Course description as you want it to appear in the catalog:

ENGL 1010. Introductory College Writing (3)

Students will learn practices of successful academic writing. Students will focus on the writing process, writing for specific audiences, collaboration with peers, and on the interrelationship between reading and writing. To enter 1010 the student must have 17 or higher on the ACT English and Reading portion, or equivalent. Student must complete ENGL 1010 satisfactorily (a grade of "C" or better) before enrolling in ENGL EN2010.

ENGL EN2010. Intermediate College Writing (3)

This course will focus on writing arguments, conducting research, and documenting sources. Students will continue to learn practices of successful academic writing including the writing process, writing for specific audiences, and collaboration with peers. Prerequisite: ENGL 1010 with "C" grade or better, AP Language and Composition or Literature and Composition examination with a score of 3 or better, ACT English and Reading score of 29 or better, CLEP with essay test with a score of 50 or better, or articulated transfer credit from another regionally accredited college or university.

COMPOSITION GENERAL EDUCATION MISSION STATEMENT

The composition core required by the Utah State Board of Regents is a two-semester sequence of courses: English 1010 and English 2010. The overarching goal of composition is to prepare students to enter the discourse communities of the university and larger society.

English 1010 is the prerequisite for English 2010. Students in English 1010 should produce a minimum of 4000 words of revised prose; students in English 2010 should produce a minimum of 5000 words of revised prose. Students must exit both courses with a C or better in order to receive credit.

Because the following competencies are the combined outcomes for English 1010 and 2010, it is not expected that each course, individually, will meet all outcomes.

Course Titles: **Introductory College Writing and Intermediate College Writing**
Department: **English**

Provide justifications in Sections A-F for each of the Composition requirements checked above.

A. Justification for Course(s) Covering **Composition Part A Requirements: Rhetorical Situation.**

Part A Core Competencies:

A1.   Adapt students' own writing to a variety of purposes, audiences, and composing situations by selecting and using the most appropriate genres.

A2.   Produce a variety of formal and informal kinds of writing, emphasizing the most common academic genres.

A3.   Demonstrate an understanding of how rhetorical expectations vary from discipline to discipline.

A4.   Use technologies appropriate to purpose and audience.

A5.   Demonstrate an understanding of how emerging technologies create emerging genres.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Rhetorical Situations. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

A1.   Adapt students' own writing to a variety of purposes, audiences, and composing situations by selecting and using the most appropriate genres.

Students in ENGL 1010 and ENGL 2010 are required to adapt their writing based on the rhetorical situation. It would be inappropriate to the situation, for instance, for a student to write a formal essay for a History class as if it were a note to a friend. Similarly, it would be inappropriate to the situation for a student to write a letter to an employer as if it were a letter to the editor. Students learn to recognize the rhetorical situation in which their writing is to be situated and adjust their form, tone, language and diction appropriately.

See Appendix for sample assignments.

A2.   Produce a variety of formal and informal kinds of writing, emphasizing the most common academic genres.

ENGL 1010 and ENGL 2010 are, in many ways, courses in which students are introduced to both the reading and writing of academic documents. Incoming students often have little experience constructing the kinds of writing expected from them at the university level, and ENGL 1010 and ENGL 2010 are where students gain that invaluable experience. Students learn to construct summaries and strong responses, evaluate bias, look for logical fallacies, and create the kinds of writing that they will most likely be expected to produce in other classes (e.g. formal and informal essays, formal and informal responses and short answers, formal and informal evaluations of writing and ideas).

Examples of assignments designed to teach this might include formal essays that argue clear points and support them with evidence appropriate to audience and genre, informal daily writing

that demonstrates understanding of course reading and discussion topics, summaries of academic documents, personal responses to issues raised in course readings, and short answers to questions about readings, writing skills, and rhetorical strategies.

See Appendix for sample assignments.

A3.   Demonstrate an understanding of how rhetorical expectations vary from discipline to discipline.

Students in ENGL 1010 and ENGL 2010 learn the basics of the rhetorical triangle—author, audience, and message—and learn that they must adjust their language, concepts, explanations, and overall approach to account for differences in audience expectations.

Examples of assignments designed to teach this might include blogging about a specific issue for a general audience, creating a formal researched essay on this issue for a class audience, and writing a persuasive formal letter to a third party with interest or influence concerning this issue. In each case, students research their audiences to the extent possible and make deliberate choices in level of formality, depth of supporting detail, type of evidence, and tone of writing to adapt to each rhetorical situation.

See Appendix for sample assignment.

A4.   Use technologies appropriate to purpose and audience.

As technology becomes an increasingly important element of our lives, students must learn how to use the various technologies available to them to greatest effect. Students must learn when it is appropriate to transmit their writing via a wiki, a PowerPoint presentation, a blog, a Tweet, a Facebook post, a Google+ post, a formal essay, or a letter to the editor. Class discussions about rhetorical situation that necessarily precede the types of assignments mentioned above (see A3), as well as the assignments themselves, require students to choose and use those technologies which best serve the purpose and audience of their writing.

See Appendix for sample assignment.

A5.   Demonstrate an understanding of how emerging technologies create emerging genres.

We are currently in the midst of a technological—and incredibly text-dense—renaissance. Blogs, wikis, Twitter, Facebook, and Google+ all present us with interesting problems of generic identification. What *is* a blog post? What *is* a Tweet? What are they like? What

should they do? What are our generic expectations of them? It is important for us to work with students to understand that as technologies change, new generic expectations emerge.

Example assignments here might be: writing blog posts, using Twitter to continue class discussions, evaluating and contributing to wikis.

See Appendix for sample assignment.

B. Justification for Course(s) Covering **Composition Part B Requirements: Reading.**

Part B Core Competencies:

B1.   Demonstrate an ability to read and understand texts of a variety of genres, styles and complexity.
B2.   Demonstrate an understanding of how texts are structured in specific ways for specific reasons.
B3.   Demonstrate an ability to understand and evaluate a text's organization.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Reading. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

B1.   Demonstrate an ability to read and understand texts of a variety of genres, styles and complexity.

Because ENGL 1010 and ENGL 2010 are courses in part designed to introduce students to the kinds of reading they will be doing in the University, ENGL 1010 and ENGL 2010 present students with a wide range of types of readings on a wide range of topics. Most instructors employ an anthology of essays on a variety of topics, written from various perspectives and in several different genres. Demonstration of this outcome can be gauged by assignments such as summary/strong responses.

See sample syllabi and reading schedules for examples. See also the Appendix for specific assignments.

B2.   Demonstrate an understanding of how texts are structured in specific ways for specific reasons.

Teaching students to recognize and understand the structure of writing is a crucial element of both ENGL 1010 and ENGL 2010. If students are to understand the relationship between the

writer's purpose and the writing they interact with, students must learn to understand why authors have organized their writing in the way that they have.

There is a range of assignments that might approach this: group discussion of course readings to identify structural elements such as contrast, description, hierarchical listing, cause and effect, and narration; individual analysis of readings to determine the authors' purpose and audience and to consider how a given text's organization meets the needs of its rhetorical situation; asking students to justify the organization.

See Appendix for sample assignments.

B3.   Demonstrate an ability to understand and evaluate a text's organization.

This outcome is closely connected to B2, although the evaluation of the text's organization is an additional component.

Some assignments that might address this competency include: cutting essays into separate paragraphs and then asking students to organize them, asking students to compare the original organization of the cut-up essays to the organization they designed and evaluate the effectiveness of each, and asking students to outline the writing they encounter.

See Appendix for sample assignments.

C. Justification for Course(s) Covering **Composition Part C Requirements: Thinking.**

Part C Core Competencies:

C1.   Use writing and reading for inquiry, learning, thinking, and communicating.
C2.   Recognize personal and authorial bias when approaching texts, issues, and ideas.
C3.   Recognize contradictions and logical problems in texts.
C4.   Demonstrate an understanding of the relationships between language, knowledge, and power.
C5.   Recognize complex ideas and positions in arguments and attempt to understand diverse perspectives.
C6.   Identify connections between and among texts and their ideas.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Thinking. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

C1.   Use writing and reading for inquiry, learning, thinking, and communicating.

Because of its recursive nature, writing is a unique mode of learning. As we translate thought into language on the page, we can see what we have written, which can in turn influence what we will write. Writing, as opposed to speaking, is thus a cyclical mode of learning that demands thinking and rethinking. In ENGL 1010 and 2010, students write so that they can determine what they think about topics, write so that they can ask questions about topics, and write to communicate their thoughts with others.

Example assignments might be "discovery drafts" (where students are presented with a topic and asked to write to explore what they think about it). A typical assignment in both ENGL 1010 and ENGL 2010 is the "summary/strong response" paper, where students are presented with a reading and asked to summarize the perspectives of others, as presented by the author of the text, and provide a clear articulation of their position on that topic.

See Appendix for sample assignments.

C2.   Recognize personal and authorial bias when approaching texts, issues, and ideas.

Students learn to recognize authorial and personal bias, including, but not limited to, political and philosophical bias.

Assignments that teach this competency might include: individual analysis of a text to identify its tone and locate biased language, group discussion of connotation and word choice in course readings, close-reading of students' own writing to identify overgeneralization and unintended biased language.

See Appendix for sample assignments.

C3.   Recognize contradictions and logical problems in texts.

Students learn to recognize logical fallacies and contradictory elements in texts they encounter.

This may be taught in some of the following ways: students work in small groups to identify claims made in a given text and investigate the text for inconsistencies in the support for those claims, participate in class discussions about fallacies, individually write summary/strong response assignments justifying the strength or weakness of a text based on its inherent logic (or lack thereof).
This skill is certainly more valuable in ENGL 2010, but will typically be taught (in some form) in both courses.

See Appendix for sample assignments.

C4. **Demonstrate an understanding of the relationships between language, knowledge, and power.**

Students learn that in a world constructed by and through language, understanding of language and of how to manipulate language gives them power in that world.

Assignments that help students understand this could include: when reading texts, analyze how the authors' word choice, tone, scholarly credibility, representation of expertise, and/or other language tools establish authority with an audience; as a class, discuss personal biases and societal stereotypes that purveyors of language use to manipulate audience reactions; within a text, identify words as negative, neutral, or positive, and experiment with substituting synonyms that are either more positive or more negative, to observe how these changes alter the tone or power of the text.

See Appendix for sample assignment.

C5. **Recognize complex ideas and positions in arguments and attempt to understand diverse perspectives.**

Students read texts on a wide range of topics from a variety of perspectives. Through classroom discussion and writing assignments, students encounter and acknowledge complex ideas that differ from their own and must necessarily engage with the various positions—both philosophical, socioeconomic, and political.

See Appendix for sample assignments.

C6. **Identify connections between and among texts and their ideas.**

Students are asked to read and respond to a variety of texts and are encouraged to see them as part of an ongoing conversation. Students might read Thoreau's "Civil Disobedience" followed by Martin Luther King's "Letter from Birmingham Jail" and then be asked to explain how Thoreau's ideas can be seen at work in King's letter.

See Appendix for sample assignments.

D. Justification for Course(s) Covering **Composition Part D Requirements: Writing: Structure and Mechanics**

Part D Core Competencies:

D1.   Compose writing that is structurally coherent and unified.

D2.   Compose writing assignments with a clear thesis or main idea.

D3.   Control such surface features as syntax, grammar, punctuation, and spelling.

D4.   Use a style manual to find answers to grammar or usage questions.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Writing: Structure and Mechanics. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

D1.   Compose writing that is structurally coherent and unified.

Students compose formal and informal writing that is expected to be grammatically coherent and unified in structure. Instructors rely on both readings by professional authors as well as the writing of the student's peers to model such coherence. Instructors evaluate student writing for structural coherence at almost every turn. Every writing assignment, large or small, would expect structural coherence and unity of purpose.

See Appendix for sample assignments.

D2.   Compose writing assignments with a clear thesis or main idea.

All writing in ENGL 1010 and ENGL 2010 must have a clear point or main idea. Even non-argumentative writing (e.g. personal response, narrative, profile, or comparison/contrast) must have a purpose or main idea.

Instructors might ask students to make a case for the most important idea in an essay. Instructors might ask students to construct a response to a work and follow up with examples from the text to support that response.

See Appendix for sample assignments.

D3.   Control such surface features as syntax, grammar, punctuation, and spelling.

Instructors of ENGL 1010 and 2010 expect a certain level of competence in English. Student mastery of basic English grammar and syntax is evaluated via both ACT score and ACCUPLACER score. Students who do not meet minimum required scores are placed in either ENGL 0955 or 0900. Students who do place into ENGL 1010 or ENGL 2010 are evaluated on their usage in every formal writing assignment they compose. Every writing assignment, large or small, would expect students to be able to be able to control syntax, grammar, punctuation, and spelling.

See Appendix for sample assignments.

D4.   Use a style manual to find answers to grammar or usage questions.

The Composition Program has long standardized on a single style manual/handbook. Currently, we require all students to purchase *Writing Matters*, by Dr. Rebecca Moore Howard. Students are guided in the use of this manual and directed to refer to it as they revise all formal writing.

See Appendix for sample assignments.

E. Justification for Course(s) Covering **Composition Part E Requirements: Writing: Process.**

Part E Core Competencies:

E1.   Demonstrate an understanding of how effective writing is a recursive process.
E2.   Develop flexible pre-writing, drafting, peer response, and revision strategies in
        composing written assignments.
E3.   Continue to practice writing as a process.
E4.   Demonstrate an understanding of how electronic technologies can enhance the way we
        compose and share texts.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Writing: Structure and Mechanics. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

E1.   Demonstrate an understanding of how effective writing is a recursive process.

Teaching the "writing process" has long been the *sine qua non* of writing instruction. Students learn that writing happens through a process of invention, drafting, revision, and peer review. Over the course of this process, students learn that writing is recursive: what we write in the past affects what we write in the future, and what we write in the future can change how we think about what we have written in the past. By seeing their writing as part of a process, as opposed to simply being a product that is composed and abandoned, students learn to perceive writing as a recursive process. All writing assignments that require stages of brainstorming, drafting, and revision underscore this process for students.

See attached syllabi (Appendix) for stages of the writing process as represented by multiple draft due-dates and peer review sessions. See Appendix for sample assignment.

E2.   Develop flexible pre-writing, drafting, peer response, and revision strategies in composing written assignments.

By modeling the writing process for all major writing assignments, students learn that composition happens slowly, over time (and not all at once). Through the writing process, students learn what elements of the process work best for them and for their particular writing situation.

See attached syllabi (Appendix) for stages of the writing process as represented by multiple draft due-dates and peer review sessions. See Appendix for sample assignment.

E3.   Continue to practice writing as a process.

After completing the ENGL 1010 and 2010 sequence, students should understand that the practices they have learned in these courses (see E1 and E2) apply to all writing situations, everywhere.

E4.   Demonstrate an understanding of how electronic technologies can enhance the way we compose and share texts.

Students need to understand that as technologies change, so does the way we write and share what we write. Just as students in the past might have composed their assignments with pen and paper or on a typewriter, students today typically use word processing software. But the current software allows for a stunning range of options that older writing technologies did not. Students now can share their writing as Google Documents, as files in a Dropbox account, or as a part of a Wiki. Furthermore, students learn that these different sites of composition and sharing bring with them new opportunities. Word files and Google Documents may be commented on or have changes tracked. Wikis may encourage feedback—or even alteration—from readers.

Students may compose and submit their writing via Google Documents directly from Canvas.

See Appendix for sample assignment.

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Writing: Process. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

F. Justification for Course(s) Covering **Composition Part F Requirements: Research and Argumentation.**

Part F Core Competencies:

F1.   Use library resources to locate appropriate sources for research.
F2.   Evaluate potential source material for credibility and usefulness.
F3.   Use sources to make arguments.
F4.   Summarize, paraphrase, and use quotations appropriately.
F5.   Use MLA citation format and be familiar with one other citation method (preferably APA).

Describe how the course(s) prepare(s) students to successfully complete tasks and demonstrate understanding related to Research and Argumentation. Cite specific lecture topics, written assignments, collaborative learning exercises, individual consultation, and/or other learning activities that address each of the core competencies listed above. Refer to attached syllabi as needed.

F1.   Use library resources to locate appropriate sources for research.

Not required for ENGL 1010. Students learn to use library resources, both in class and via an hour-long library instruction session, to locate sources for research.

See Appendix for sample assignment.

F2.   Evaluate potential source material for credibility and usefulness.

Not required for ENGL 1010. Just as students learn to evaluate authorial bias in source materials, they also learn to evaluate the credibility and usefulness of the sources they find. Students may be asked to compose an annotated bibliography in which they comment on the usefulness of the sources they are considering.

See Appendix for sample assignment.

F3.   Use sources to make arguments.

Not required for ENGL 1010. Almost all formal writing in ENGL 2010 is composed using sources. Students must demonstrate an ability to weave sources together in order to construct their arguments. Students may be asked from very early in the class to use sources in combination to answer questions.

See Appendix for sample assignments.

F4.   Summarize, paraphrase, and use quotations appropriately.

Not required for ENGL 1010. In order to work with sources, students must be able to accurately summarize, paraphrase and quote. Much of the ENGL 2010 course is devoted to teaching them these skills. Summary and paraphrase are taught largely through summary/strong response. Quoting is taught through the repetition of assignments asking them to make claims about texts and provide evidence in the form of quotations as support.

See Appendix for sample assignment.

F5. Use MLA citation format and be familiar with one other citation method (preferably APA).

Not required for ENGL 1010. Although ENGL 2010 focuses on the MLA's method of parenthetical citation and its organization of works cited entries, we require instructors to instruct students on one other citation method. (We encourage APA because it is so widely used in the University.)

See Appendix for sample assignment.

COMPLETE THE FOLLOWING

1. Has this proposal been discussed with and approved by the department?

   Yes. The department has been provided with a draft version of this proposal and has been invited to submit feedback.

2. List those general education courses in other departments with similar subject matter and explain how this course differs.

   There are no general education courses in the English department that equate to ENGL 1010 or ENGL 2010.

3. If the proposed new general education course affects course requirements or enrollments in other departments, list the departments and programs involved and attach comments from each.

   N/A

4. Attach a syllabus of the course(s). Include the number of contact hours per week and the format of these hours (e.g., lecture, lab, field trip, etc.).

See Appendix.

New Courses Only:

5.   Discuss how you will assess student learning outcomes associated with this course

        N/A

Current General Education Courses and Existing Courses Seeking General Education Status:

6.   Discuss how you have assessed the applicable criteria or identified student learning outcomes associated with this course.

> Like many programs around the university, the Composition program is working to build greater emphasis on assessment into the program. Currently, all adjunct and non-tenure-track instructors of ENGL 1010 and ENGL 2010 are assessed each semester. All tenured and tenure-track instructors are evaluated once per year.
>
> In 2009 and 2010, we transformed our outcomes into a Likert scale questionnaire and pushed the evaluation to students (see Appendix). Unfortunately, the outcomes from 2009 were significantly changed in 2010 as we brought them into line with both Utah State Board of Regents outcomes for ENGL 1010 and 2010 as well as the Council of Writing Program Administrators outcomes (see http://wpacouncil.org/files/wpa-outcomes-statement.pdf), and so we focused our attention on the new outcomes. At the end of SP 2011, we pushed this new evaluation of outcomes to all students in adjunct-taught sections of ENGL 1010 and 2010. The purpose of this evaluation is two-fold. First, it is an assessment of the outcomes themselves. We do not know, at this point, whether there are outcomes that, however much we may believe in them, are simply not important enough for us to include in our statement of outcomes. Second, we plan on using this evaluation to establish both a clear sense of any trends in aggregate responses at the department level and to provide data to our instructors about how well their classes are meeting expected outcomes. At the moment, this is as close as the Composition Program has ever come to having a proper program evaluation; historically, the only evaluation has been of instructors.
>
> We have recently begun to compile the data from questions 1 and 2 from the Instructor Evaluation (see Appendix), which rank course effectiveness and instructor effectiveness, respectively. Pulling this data from Chi Tester has proven *surprisingly* difficult, but it has provided us with a baseline for our

understanding of the course effectiveness of both ENGL 1010 and ENGL 2010. We plan on continuing to pull and evaluate this data for the foreseeable future.

Additionally, we recently polled our instructors of ENGL 2010 asking them for their perception of student preparedness upon entering their ENGL 2010 course. This serves as a quick evaluation of whether or not ENGL 1010 is teaching students what it should be.

We are planning on establishing a portfolio review for ENGL 2010, but as the review of portfolios is incredibly labor-intensive, we would like to secure funding to compensate portfolio reviewers.

7.   How has this assessment information been used to improve student learning?

At the moment, we are still collecting and capturing data about what we are doing in the Composition Program, and we have been unwilling to make any significant changes to curriculum or pedagogy until we have a clearer sense of whether or not any changes we see from semester to semester are significant.

GENERAL EDUCATION COURSE APPROVAL PAGE

Approval Sequence:

_____

Department Chair/Date

_____

Dean of College/Date

_____

University Curriculum Committee/Date

Passed by Faculty Senate_____Date