Code # HSS07(Rev)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

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| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ENG 4711

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Preceptorship in Writing Studies

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Seminar

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

Yes ENG 4711/5711

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Instruction in professional and pedagogical practices in the field of Writing Studies

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Yes, ENG 3033 Introduction to Writing Studies

b. Why?

The preceptorship applies concepts learned in the foundational course, Introduction to Writing Studies.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Kristi Costello, kcostello@astate.edu. 870-972-2429

11. Proposed Starting Term/Year

Fall 2014

12. Is this course in support of a new program? Yes

If yes, what program?

Minor in Writing Studies

13. Does this course replace a course being deleted? No

If yes, what course?

No

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

N/A

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Students will learn the methods and theories of Writing Center pedagogy and practice. Students will be able to provide professional tutoring in writing centers and classrooms.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course contributes to the Department of English and Philosophy’s mission to contribute to students’ development of critical thinking and writing skills.

c. Student population served.

Undergraduates obtaining the Writing Studies Minor

d. Rationale for the level of the course (lower, upper, or graduate).

Upper-level builds on foundation established in lower-level writing courses

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Writing Center Orientation

Week 2: Writing Center Opens! Also, Instructor-led discussion of assigned reading *The Bedford Guide for Writing Tutors* “Chapter 3: Inside the Tutoring Session” and supplemental reading, St. Martin’s Sourcebook for Writing Tutors: “The Tutoring Process: Exploring Paradigms and Practices.”

Week 3: Student led discussion of assigned reading “The Idea of a Writing Center” and supplemental reading “The Idea of a Writing Center: Revisited”

Week 4: Student-led discussion of assigned reading “Minimalist Tutoring” and supplemental reading “Got Guilt? Consultant Guilt in the Writing Center Community.”

Week 5: Student-led discussion of assigned reading “Subjectivity in the Writing Center: How Far Can We Go?” and supplemental reading “Censoring Students, Censoring Ourselves.”

Week 6: Student-led discussion of assigned reading “Reassessing the ‘Proofreading Trap’” and supplemental reading “Reading an ESL Writer’s Text.”

Week 7: Student-led discussion of assigned reading “Should Writers Use They Own English?” and supplemental reading, “Contrastive Rhetoric.”

Week 8: **Observations due.** Seminar Discussion of Julie Neff’s “Learning Disabilities and the Writing Center” and “Difficult Clients and Tutor Dependency.”

Week 9: Student-led discussion of assigned reading, “Queering the Writing Center” and supplemental reading “On the Edges: Black Maleness, Degrees of Racism, and Community on the Boundaries of the Writing Center.”

Week 10: Seminar discussion of “The Unpromising Future of Writing Centers” and Muriel Harris’ “Talking in the Middle: Why Writers Need Writing Center Tutors.” Small group discussions aimed at theorizing, “what could we (as a WC, as a university, etc.) be doing better, and invention for the final assignment, the 1-2 page Statement of Tutoring Philosophy.

Week 11: Discuss the “Sample Application Materials” folder and MLA jobs list.

Week 12: Class workshop of students’ application materials.

Week 13: Discussion of Tutoring Philosophies.

Week 14: **Tutoring Philosophy due**.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Discussion and Participation 40%; Presentation 20%; Observation Report 20%; Statement of Tutoring Philosophy 20%

18. Special features (e.g. labs, exhibits, site visitations, etc.)

none

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

This course will not require additional faculty.

20. What is the primary intended learning goal for students enrolled in this course?

To provide peer tutors with a basic understanding of best practices in Writing Center tutoring

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

All readings (listed above on course outline) will be provided as PDFs on Blackboard

b. Number of pages of reading required per week: 30

c. Number of pages of writing required over the course of the semester: 10

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students who successfully complete this course will have the theoretical knowledge (such as contrastive rhetoric and genre theory) necessary for effective tutoring.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will reach this outcome through reading and discussing pertinent pieces of Writing Center scholarship. All students in the course will also be expected to lead a discussion regarding two pieces of related Writing Center Scholarship, one of which their peers have not read. This will require students to have a deeper engagement with the texts as they work to explain and apply its contents with their peers.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Two-page double-spaced document suitable for submission in a teaching portfolio that demonstrates student’s tutoring philosophy and the theory that informs it.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Students who successfully complete this course will have the skills (such as Socratic questioning and minimalist marking) necessary for effective tutoring

Learning Activity:

Students will meet this outcome through practice, tutoring in our Writing center. Also, around mid-term, students will be observed by their internship supervisor. Following the observation, they will be expected to meet individually with their supervisor to discuss the observation

Assessment Tool:

Students will be consistently observed by their supervisor. The formal observation will be graded.

**Outcome #3**:

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**ENG 4183. Renaissance Drama Excluding Shakespeare** Familiarizes the student with the contemporaries of Shakespeare in the Elizabethan and Jacobean theatre. Some familiarity with Shakespeare helpful, but not essential. Spring, even.

**ENG 4213. Medieval Literature** English literature during the Middle Ages. Selected continental writings may be included. Spring, odd.

**ENG 4223. Milton** An intensive study of selected works of John Milton. Fall, odd.

**ENG 4233. Sixteenth-Century Literature** English literature during the sixteenth century. Se­lected continental writings may be included. Spring, even.

**ENG 4243. Seventeenth-Century Literature** English literature during the seventeenth century. Selected continental writings may be included. Fall, even.

**ENG 4253. Restoration and Neoclassical Literature** English literature during the late seven­teenth and eighteenth centuries. Selected continental writings may be included. Spring, even.

**ENG 4263. Romantic Literature** Major currents and figures of the English Romantic movement. Selected background writings may be included. Fall, even.

**ENG 4273. Victorian Literature** Major currents and figures in the Victorian Age. Selected background writings may be included. Spring, odd.

**ENG 4283. Modern British Literature** English literature in the twentieth century. Selected background writings may be included. Fall, odd.

**ENG 4333. American Romanticism** American literature in the first half of the nineteenth century. Spring, odd.

**ENG 4353. American Realism and Naturalism** American literature in the second half of the nineteenth century and the early twentieth century. Spring, even.

**ENG 4363. African-American Literature** Survey of African American literature from its begin­nings to the present. Spring, odd.

**ENG 4373. Modern American Literature** American literature since World War I. Spring, even.

**ENG 4383. Minority Literature** Selected works of American minority writers from such groups as Blacks, Native Americans, or Chicanos. Fall, even.

**ENG 4453. Women Writers** A study of literature written by women. Cross listed as WGS 4453. Spring, odd.

**ENG 4463. Special Topics** Intensive study of individual authors, limited periods, movements, or specific theme. Demand.

**ENG 4613. Ballad and Folksong** Analysis and interpretation of oral poetry, especially that of the English speaking world. Fall, odd.

**ENG 4623. Mythology** Content, structure, and belief systems of various mythologies from the perspectives of selected mythographers. Spring, odd.

**ENG 4633. Material Folk Culture** The analysis and interpretation of traditional skills, services, and art and craft objects provided in folk societies. Fall, even.

**ENG 4643. Independent Fieldwork in Folklore** Development and implementation of a research agenda, using standard field methods in folklore studies such as the tape-recorded interview and participant observation. Prerequisites, ENG 3613 and permission of instructor. Fall, Spring.

**ENG 4703. Persuasive Writing** Practice in reading and writing persuasive texts, with study of theories relating to rhetoric and persuasion. Fall.

ENG 4711 **Preceptorship in Writing Studies:** Instruction in professional and pedagogical practices in the field of Writing Studies. Fall.

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