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| For Academic Affairs and Research Use Only |
| CIP Code:  |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Warren Johnson 10/13/2017**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Janelle Collins 10/13/2017**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Warren Johnson 10/20/2017**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Gina Hogue 10/23/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

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

**Airek Beauchamp, Dept. of English, Philosophy, and World Languages,** **abeauchamp@astate.edu****, 573-270-7860/(870) 972-2222**

2. Proposed Starting Term and Bulletin Year

**Spring, 2018, Bulletin Year 2018-2019**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**ENG 3063**

4. 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).

**Writing For STEM**

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

**Development of skills in written communication in STEM-related fields for a variety of purposes and audiences. Will not apply to English BA major requirements.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. 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).

1. **Yes** Are there any prerequisites?
	1. If yes, which ones?

**ENG 1003, ENG 1013, CHEM 1011, CHEM 1013; co-requisite BIO 2013, BIO 2011**

* 1. Why or why not?
1. **Background knowledge developed in these courses is needed for understanding the content, pedagogy, and strategies of the course. A basic understanding of Chemistry is also required for the course.**
2. **No** Is this course restricted to a specific major?
	1. If yes, which major? Enter text...

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

8. 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, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Seminar**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard Letter**

10. **No** Is this course dual listed (undergraduate/graduate)?

11. **No** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

 Enter text...

**11.2** – No Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **No** Is this course in support of a new program?

a. If yes, what program?

 Enter text...

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

a. If yes, what course?

Enter text...

14. **No** Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. **Yes** Has it been confirmed that this course number is available for use?

 *If no: Contact Registrar’s Office for assistance.*

16. **No** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

**Course Details**

17. 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: Introduction to the course and materials

● Discussion of requirements and assignments

● Genre studies and rhetorical awareness

● Workshop first assignment for Biology of the Cell Lab

● Class-led discussion of the first assignment

○ Reading: “Doing the Lesson” on Bb 8

Week 2: Doing science/Writing science

● Discussion, Personal Overview Assignment

● Constructing arguments/following assignments

● Reading: Bean, “Rhetorical Reading” on Bb

● Discussion, Writing in the Field Assignment

Week 3: Discussion of Lab Report Assignment

Week 4: Personal

● Reading: http://writeonline.ca/labreport.php?content=intro

● Workshop Personal Overview

● In-class reflection

● Discussion, Literature Review Assignment

● Reading: http://www.ithacalibrary.com/sp/assets/users/\_lchabot/lit\_rev\_eg.p df

Week 5: Discussion/Revision of Personal Overview

● Topic Discussion

● Research Librarian Visit

Week 6: Research in Science

● In-Class Drafting

● Understanding Rhetoric, Intro, 1,2,3 Bb

Week 7: Writing in the Field Due

● Class Workshop, Writing Guide

● In-Class Drafting

Week 8: Making Scientific Arguments

● Understanding Rhetoric 5,6 Bb

Week 9: Research

● In-class work

Week 10: Literature Review Due

● Class Workshop Writing Guide

Week 11: Research/Revision

● In-class work

Week 12: Science-based Argument Due

● Class Workshop, Writing Guide

Week 13: Science Writing for the Public

● Reading: https://www.improbable.com/airchives/paperair/volume10/v10i4/s cient-PR-10-4.pdf

● https://www.spacetelescope.org/about\_us/scientist\_guidelines/

Week 14: Press Release Due

● http://www2.le.ac.uk/offices/cap/press/publicising/how-to-write-apress-release

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

**None**

19. Department staffing and classroom/lab resources

Enter text...

1. Will this require additional faculty, supplies, etc.?

 **No**

20. **No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

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

 **The course will be taken in conjunction with BIO 2013 and 2011, Biology of the Cell and Lab, allowing students to explore the content material in this course more thoroughly. Further, the assignments ask students to engage in mid-level  investigations of disciplinary content knowledge and meaning making.**

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.

 **The mission of the English section of the Dept. of English, Philosophy, and World Languages is to provide department graduates with the skills and knowledge for a variety of careers or for graduate or law school or other professional study through the development of close reading, writing, and critical thinking skills and through an in-depth study of a discipline. This course aligns with the departmental mission in that it prepares students in STEM-related fields for a career. Further, it engages critical thinking, close reading, and in-depth study of the disciplines represented.**

c. Student population served.

**Middle-level STEM students**

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

**The course builds on basic skills in English Composition and Chemistry, requiring students to engage in mid-level  investigations of disciplinary content knowledge and meaning making. The level of sophistication in the writing produced is similar to that in existing 3000-level writing courses.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[ ]** Global Awareness
 | * 1. **[X]** Thinking Critically
 | * 1. **[X]** Information Literacy
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**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**This is a service course created at the request of the College of Sciences and Mathematics, and hence has no program-level outcomes. The syllabus will indicate that the course is for specific majors and has no program-level outcomes.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will learn to write for the STEM disciplines. |
| Assessment Measure | Science-based argumentative paper, evaluated according to writing conventions of that science.  |
| Assessment Timetable | Every two years |
| Who is responsible for assessing and reporting on the results? | Student artifacts will be collected every semester the course is taught and assessed every two years as per the assessment practices already in place for first-year composition. Anyone who teaches the course will be responsible for helping with assessment. |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Students will develop research skills for STEM-related disciplines |
| Which learning activities are responsible for this outcome? | Students will perform research on a topic of their choosing on a STEM-related topic. |
| Assessment Measure  | Students will write a paper and give a presentation detailing their research processes and the outcomes. |
| **Outcome 2** | Students will learn to communicate STEM-related concepts and arguments to a variety of purposes and audiences. |
| Which learning activities are responsible for this outcome? | Students will produce ethics-based Humanities argument on their topic as well as public writing (such as a press release). |
| Assessment Measure | Each assignment will be assessed by rubrics. |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**ENG 3033. Introduction to Writing Studies** Inquiry and practice in the theory, ideology, and ethics of writing in private, public, professional, technological, and academic contexts. Fall.

**ENG 3043. Technical Writing** Forms and techniques of technical writing. Will not apply to

English BA major requirements. Fall, Spring.

**ENG 3053. Introduction to Digital Writing** Analysis of how multiple modes work together to create meaning in digital spaces. Production of digital texts with attention to genre, media, purpose, and audience. Prerequisites, ENG 1003 and ENG 1013. Spring, even.

**ENG 3063. Development of skills in written communication in STEM-related fields for a variety of purposes and audiences.** **Will not apply to English BA major requirements. Fall, Spring.**

**ENG 3103. Introduction to Contemporary Literary Theory** Introduction to the major theoretical approaches to literary criticism, ranging from formalism through poststructuralism. Fall, Spring.

**ENG 3223. British Literature to 1800** Major British authors, genres, and movements from the beginning to the end of the Neoclassical period. Fall.

**ENG 3233. Shakespeare** Introduction to the works of Shakespeare. Fall.

**ENG 3243. British Drama to 1800** Drama in the Middle Ages, Renaissance, Restoration, and

Neoclassical periods, including at least three Shakespeare plays. Spring, odd.

**ENG 3263. British Literature Since 1800** Major British authors, genres, and movements from the Romantic period to the present. Spring.

**ENG 3293. British Novel** Representative British novels. Spring, even.

**ENG 3323. American Literature to 1865** Major American authors, genres, and movements from the early colonial period to the end of the Civil War. Fall.

**ENG 3363. American Literature Since 1865** Major American authors, genres, and movements from the Civil War to the present. Spring.

**ENG 3373. Regional American Literature** Writings from a selected region of the United States.

Fall, odd.

**ENG 3393. American Novel** Representative American novels. Spring, odd.

**ENG 3453. World Literature** Selected authors, genres, movements, or themes in world literature.

Fall, even.

**ENG 3463. Literature and Film** A study of how literature and literary tradition translate into

cinema. Fall, even.

**ENG 3473. Contemporary Literature** Global literature mainly from 1945 to the present, includ- ing British, American, and world authors. May focus on poetry, prose, or drama,or a combination of those. Spring, odd.

**ENG 3482. Special Projects** Practicum in the teaching of composition for the preprofessional.

Prerequisite, consent of instructor. Fall.

**ENG 3483. The Bible as Literature** Analytical and critical study of selected books of the Bible with emphasis on its component genres, literary qualities, and influence. May not be repeated for credit. Spring, odd.

**ENG 3493. Popular Literature** One or more selected topics of popular literature, for example, science fiction, fantasy, sport, detective fiction, and the best seller. Spring, even.

**ENG 3583. Literature for Adolescents** Fiction, poetry, and drama which meet the needs of upper elementary, middle school, and high school students. Fall.

**ENG 3613. Introduction to Folklore** Collection, classification, and analysis of folklore, with

special emphasis on oral literature. Fall.

**ENG 3623. American Folklore** Survey of the unofficial culture which has helped to shape the American experience, with special emphasis on oral literature, conventional belief, and traditional lifeways. Spring, odd.

**ENG 3633. Native American Verbal Art** Examination of oral literature of the indigenous peoples of North America and of contemporary literature written by American Indians. Spring, even.