Code # HSS03

**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)

|  |
| --- |
| **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 3033

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).

Introduction to 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.

Lecture only

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)?

No

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.

Inquiry and practice in the theory, ideology, and ethics of writing in private, public, professional, technological, and academic contexts.

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?

No

b. Why?

N/A

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

Spring

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

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

11. Proposed Starting Term/Year

Spring 2015

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?

N/A

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 examine writing practices, varying modes of communication and literacy, the tenets of rhetoric, discourse, and ways that communities mediate communication practices. In particular, students will gain skills in digital communication, rhetoric, writing constructs, and writing processes.

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 in any major seeking to develop advanced writing skills.

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

This upper-level course builds on the foundation of academic writing introduced in first-year composition 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: *Introduction to course*

Syllabus overview; Discuss: how does marking texts aid in reading academic texts? How should you read academic texts?

Week 2: *Unit 1 Exploring Your Literacy Past*

*“Sponsors of Literacy,”* Brandt;

*“Learning to Read,”* Malcolm X*; “The Joy of Reading and Writing: Superman and Me,”* Alexie; **literacy profile due**;

Discuss: in class brainstorming about past literacy moments; how have sponsors impacted your development as a writer/reader?

Week 3: *Unit 2 Exploring Writing Constructs: Rhetorical Theory*

**first draft literacy narrative due / 3 hard copies; in-class/take home peer review;** *“Rhetorical Situations and Their Constituents,”* Grant-Davie;

Discuss: How does Grant-Davie underpin the tenants of rhetoric? Applying Grant-Davie to a JK Rowling speech; “Rhetorical Reading Strategies and the Construction of Meaning,” Hass and Flower “Introduction: Why You Need Digital Know-How—Why We All Need it,” Reinglold; http://www.europeanbusinessreview.com/?p=6540

Discuss: How does rhetorical reading benefit students? Why isn’t it practiced more often? How is your attention deployed in online spaces?

Bring laptop to class: learning how to create your Blogger portfolio

Week 4: *Unit 3 Examining Writing Constructs: Errors*

**Take home peer review due for literacy narrative;** WWW: *“Is Google Making Us Stupid?”* Carr; “The Phenomenology of Error,” Williams

Discuss: what kinds of online writing do you do? How is the online writing you do constructed? (Bring laptop or tablet to class)

Week 5: *Unit 3 Examining Writing Processes*

**Final draft of Literacy Narrative due**; **first draft of Contest Essay due / 3 hard copies / take home peer review**

*“The Composing Processes of Unskilled College Writers,”* Perl; *“Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block,”* Rose

Discuss: what factors block your writing process?

Week 6 *Unit 3 Examining Writing Processes*

**Take home peer review for Contest Essay due;** bring Process Essay data to class (either transcribed think-aloud protocol or week long writing log); Working with data- what argument can be made from your data set?

Week 7 *Unit 3 Examining Discourse Communities*

**First draft of Process Essay due/ in class and take home peer review**; **Final draft of Contest Essay due;** *“The Concept of Discourse Community”* Swales. Discuss: How do the different discourse communities you are in dictate communication conventions?

Week 8 *Unit 4 Examining Discourse Communities*

**Take home peer review for Process Essay due;** *“Literacy, Discourse, and Linguistics: Introduction,”* Gee

Discuss: How are ways of saying/being/doing/valuing imagined and developed within communities? What do academic research arguments do?

Week 9 *Unit 4 Examining Discourse Communities*

**Final draft of Process Essay due;** *“Identity, Authority, and Learning to Write in New Workplaces,”* Wardle

WWW “The Psychology of Cyberspace,” Suler

Discuss: How are identities and personas formed in online communities? How are your online personas imagined and how is communication and writing impacted?

Week 10 *Unit 4 Examining Discourse Communities*

WAW: *“Discourse Communities and Communities of Practice: Membership,*

*Conflict, and Diversity”* Johns; **1 page report on discourse community**

Week 11 *Unit 4 Examining Discourse Communities*

**MLA Exam**; *“Learning to Serve: The Language and Literacy of Food Service Workers,”* Mirabelli; Bring data and laptop to class.

Discuss: What kinds of literacies are prevalent in the community you are investigating?

Drafting discourse community ethnography; How to say something new in academic conversations or how to continue a tradition of what others have already said.

Week 12 *Unit 4 Examining Discourse Communities*

Ethnography Drafting Session; portfolio discussion; Bring laptop or tablet and data to class

Week 13 *Unit 4 Examining Discourse Communities*

**First draft of Discourse Community Ethnography essay due / 3 hard copies to class / in class peer review**

Week 14 Course Summation

Students will present their research in a 3-5 minute presentation; **Final Portfolio due; Final draft of Discourse Community Ethnography due**

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

Three major papers (Literacy Narrative, Contest Essay, Process Essay) 30%; ten blog entries 20%; Ethnography 10%; final Portfolio 40%

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

N/A

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?

Upon successful completion of this course, students will be able to demonstrate an awareness of rhetoric and an understanding of the constituents of rhetoric as well as an understanding of one's own writing process and how discourse communities in online environments shape, mediate, and otherwise influence writing and reading practices.

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: 30

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 know how to employ rhetorical flexibility, examine and synthesize data, and utilize evidence to support arguments.

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

Students will craft and examine writing for various purposes and audiences, such as public, popular, and academic. Students will also be expected to discuss and integrate quantitative data into their own writing.

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

Essays and final portfolio.

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

**Outcome #2:**

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

**Outcome #3**:

Enter text...

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 0203. Composition for Non-Native Speakers II** Designed to help non-native students develop their ideas into well organized, well developed and effective paragraphs and essays based on major rhetorical patterns. Grammar, sentence structure, and the complete writing process are emphasized. The grade in this course will not be used to compute semester and cumulative grade point averages. The course does not count toward any degree. Fall, Spring.

**ENG 1003. Composition I** Study and practice of fundamentals of written communication in­cluding principles of grammar, punctuation, spelling, organization, and careful analytical reading. Prerequisite, with grade of C or better, for ENG 1013. Fall, Spring. (ACTS#: ENGL 1013)

**ENG 1013. Composition II** Continues the practice of ENG 1003, to develop further the skills learned in that course. Based on reading and discussion of various types of writing, the students’ essays will provide practice in different kinds of rhetorical development including research and documentation. Prerequisite, must complete ENG 1003 with grade of C or better for degree. Fall, Spring. (ACTS#: ENGL 1023)

**ENG 1023. Making Connections Humanities** Required course for first semester freshmen. Core content includes transition to college, academic performance skills, problem solving, critical thinking, self management, group building skills, and university policies. Content related to the departmental majors is also included. Fall.

**ENG 1643. The Impulse toward Religion** Demonstrates why and how religious belief and expression, though different in various cultures, remain vital forces. Required course for minor in Religious Studies. Fall.

**ENG 2003. Introduction to World Literature I** Introduction to the analysis and interpretation of literary works from several historical periods ranging from early civilizations through the Renais­sance. Fall, Spring. (ACTS#: ENGL 2213)

**ENG 2013. Introduction to World Literature II** Introduction to the analysis and interpretation of literary works from several historical periods ranging from the Renaissance to the present. Fall, Spring. (ACTS#: ENGL 2223)

**ENG 2103. Introduction to Poetry and Drama** Poetry and drama with emphasis on analytic reading and writing skills. Fall, Spring.

**ENG 2113. Introduction to Fiction** Short fiction and the novel with emphasis on analytic reading and writing skills. Fall, Spring.

**ENG 3003. Advanced Composition** Emphasis on the development of structure and style in the literary essay and on research skills. Spring.

**ENG 3013. Practical Writing** Emphasis on practical writing skills applicable to students in all disciplines. Will not apply to English degree requirements. Fall, Spring.

**ENG 3023. Creative Writing** Instruction and practice in the writing of poetry, fiction, and drama. May be repeated with change of literary category. Fall.

**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. Spring.

**ENG 3043. Technical Writing** Forms and techniques of technical writing. Will not apply to English BA major requirements. Spring, odd.

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

**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. Fall, odd.

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

**ENG 3323. American Literature to 1865** Major American authors, genres, and movements from the beginning to the end of the Neoclassical period. Fall, even.