Code # HSS04

**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 3053

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 Digital Writing

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.

Introduction to digital writing with analysis of how multiple modes work together to create meaning in digital spaces. Students will produce digital texts with attention to genre, media, purpose, and audience.

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?

ENG 1003 and ENG 1013

b. Why?

The 3000-level course builds on writing fundamentals learned in composition courses

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

Spring, even

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

Dr. Kristi Costello, kcostello@astate.edu, 870 972 3043

11. Proposed Starting Term/Year

Spring 2016

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)

The digital age has transformed what it means to write, what writing looks like, how it functions and is created, and where it is produced, read, shared, distributed and circulated. Technology affords us with multiple modes such as visuals, audio, and music, as well as multiple media such as YouTube and blogs to pick and choose from in an effort to accomplish our communicative goals. This class will investigate how digital writing is redefining traditional understandings of writing and reading. It will explore how multiple modes work together to create meaning in digital spaces and what particular factors need to be considered when composing in these digital spaces. It will also experiment with various modes and digital tools, and produce digital texts with attention to genre, media, purpose and audience.

Upon successful completion of this course the students will be able to demonstrate:

* + Awareness of rhetoric and an understanding of the constituents of rhetoric
  + Improved ability to understand complex texts
  + Ability to evaluate digital sources
  + Understanding of one’s own writing process and how discourse communities in online environments shape, mediate, and otherwise influence writing and reading practices
  + An ability to examine and synthesize data
  + Understanding of various inclinations of what literacy is
  + Understanding of the ways in which genres enable discourse
  + An ability to utilize evidence to support arguments

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 from various disciplines

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

This course is appropriate for students entering the junior year of undergraduate study because it builds on knowledge students should have acquired in their lower level writing courses such as ENG 1003 and ENG 1013.

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 What is digital writing and how is it different from “writing” as it is commonly defined?

WEEK 2 What modes of reading do new technologies, such as e-books and social media invite or resist?

WEEK 3 “Is Google Making Us Stupid?”

WEEK 4 How do hypertexts change the way we traditionally think about “writing” and “writers”?

WEEK 5 Social media and ethics

WEEK 6 Blogs and rhetoric

WEEK 7 Copyright law, creative commons and the public domain

WEEK 9 Copyright law, continued

WEEK 10 Group Project Ideas and Website creation

WEEK 11 YouTube and cultural literacies

WEEK 12 Presentations on genres, mediums, and programs.

WEEK 13 Presentations, in-class production

WEEK 14 Discuss E-­‐portfolio. Digital Challenge Presentations.

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

**COURSE REQUIREMENTS:**

Exercises, On-line Identity Project, blog, Blackboard discussions, group Website, Digital Challenge project, E-portfolio

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

Creation of E-portfolio and Online Identity project.

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

No additional staffing or supplies.

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

Create digital texts with attention to genre, media, purpose, and audience

21. Reading and writing requirements:

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

**REQUIRED TEXTS:** No Text Book Required. All readings will be provided in Blackboard. You must bring hard or electronic copies of all texts on assigned days. You are also required to annotate all assigned readings.

b. Number of pages of reading required per week: Approximately 50/week

c. Number of pages of writing required over the course of the semester: Approximately 50 pages

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?)

Ability to evaluate digital sources

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

Online identity project,

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

Students will rhetorically analyze at least three online identities, at least one personal, one professional, and at least one of their own online identities.

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

**Outcome #2:**

Ability to create digital sources.

Learning Activity:

Blog, Group Website Project, Digital Challenge, and E-Portfolio

Assessment Tool:

Students will collect their work in a digital space to showcase their work and reflect on what they’ve learned in the course. The E-Portfolio will contain resubmissions of three of their blogs, three of their reading responses, a screenshot or link to their informational site, and their digital challenges.

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

**ENG 3053. Introduction to Digital Writing** Introduction to digital writing with analysis of how multiple modes work together to create meaning in digital spaces. Students will produce digital texts with attention to genre, media, purpose, and audience. Prerequistes, ENG 1003 and ENG 1013. Spring, even.

**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, event