

ENGL 101 Composition I-CrsRvs-2018-03-08

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “ (

*Indicates a required field

Proposer*	Bryna Siegel Finer	Proposer Email*	brynasf@iup.edu
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Proposing Department/Unit*	English	Contact Phone*	72267

Course Level* undergraduate-level

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:

catalog_desc_change

Category B:

course_revision
liberal-studies

*** Teacher Education: Please complete the Teacher**

Education section of this form (below)

*** Liberal Studies: Please complete the Liberal Studies**

section of this form (below)

*** Distance Education: Please complete the Distance**

Education section of this form (below)

Rationale for Proposed Changes (All Categories)

<p>(I) Repeatable Course</p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>YES</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:3</p> <p>Maximum Number of Credits Allowed to be Repeated:3</p>
<p>Proposed Repeatable Course</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Number of Credits</p>	<p>Class Hours per week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>Proposed Number of Credits</p>	<p>Class Hours:3Lab Hours:Credits:3</p>
<p>(K) Current Course Student</p> <p>Learning Outcomes (SLOs)</p>	<p>At the conclusion of this course students should be able to:</p> <ol style="list-style-type: none"> 1. use writing processes to generate, develop, share, revise, proofread, and edit major writing projects. 2. produce essays that show structure, purpose, significant content, and audience awareness. 3. produce a variety of essay genres. 4. understand and integrate others' texts into their own writing. 5. reflect on their own writing process and rhetorical effectiveness.
<p>(L) Proposed Course Student</p> <p>Learning Outcomes (SLOs)</p> <p><i>For each outcome, describe how the outcome will be achieved</i></p>	<p>Note that the text box in the table expands</p>

(M) Previous Brief Course Outline

*(It is acceptable to copy
from old syllabus)*

***As outlined by the federal definition of a "credit hour",
the following should be a consideration***

***regarding student work - For every one hour of
classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class
student work.***

Week 1:

Class Introduction and Foundations

Course introduction and self

Understanding the syllabus

Introduction to the Reading Process and Critical Thinking:

Week 2: Introduction to the Writing Process and the Principles of Rhetoric

Determining Your Purpose, Audience, Tone, and Point of View

Writing Center Workshop

Week 3: Narrative Writing about Place and Structuring Paragraphs for a First Draft

Narration and Organization Strategies

Using Narratives to Observe Problems Facing Society and Communities

Week 4: Revising, Editing, Proofreading, and Peer Review

Due Essay # 1 Narrative Essay about Place Rough Draft

Peer Review Session with Narrative Essay if time permits

Week 5: Cause and Effect Writing and Analysis

Understanding and Using Cause and Effect Analysis and Writing

Discovering Issues for Project Proposals by Searching for Causes and Effects

Week 6 Due: Essay # 2 Cause and Effect Essay

Class Peer Review & Editing Workshop: Cause and Effect Essay

WEEK 7 MIDTERM CONFERENCES

Week 7: Writing about Problems and Proposing Solutions

Rhetorical Tools and Organizational Strategies for Identifying Causes

Rhetorical Tools and Organizational Strategies for Comparing Solutions

Week 8: Comparison and Contrast Writing and Analysis

Understanding and Using Comparison and Contrast Analysis and Writing

Comparing and Contrasting Solutions Using Organizational Strategies

Week 9: Argumentative Persuasive Writing and Analysis

Due: Essay # 3 Comparison and Contrast Essay Rough Draft

Understanding and Using Argumentative-Persuasive Analysis and Writing

Evaluating and Critiquing Argumentative

Class Critical Analysis & Evaluation Activity

Week 10: Identifying and Formulating a Thesis Statement and Outline for an Argumentative Essay

Writing an Effective Thesis Statement for Argument Persuasion

Class Writing Workshop

Supporting the Thesis and Organizing the Evidence (Outlining)

Class Peer Review & Editing Workshop: Comparison/Contrast Essay

Week 11: Evaluating Social Issues Affecting Community to Understand Rhetorical Analysis

Essays on Social Activism and Societal Problems and Solutions

Citing Secondary Supporting Evidence

(Using MLA Style documentation)

Week 12: Reflective Writing and Self-Assessment

Due : Essay # 4 Argumentative Persuasive Essay

Rough Draft

Writing the Reflective Cover Letter and Review of Final Assessment

Class Peer Review & Editing Workshop: Argumentative/Persuasive Essay

Week 13: The Literary Essay and Exam Essay

Writing about Literature

Week 14: Final Presentations and Submissions

(N) Brief Course Outline

(Give sufficient detail to communicate the content to faculty across campus.

It is not necessary to include specific readings, calendar or assignments)

As outlined by the federal definition of a "credit hour", the following should be a consideration

regarding student work - For every one hour of classroom or direct faculty instruction,

there should be a minimum of two hours of out of class student work.

Week 1 Transition to College Reading and Writing / Writing Process/ Rhetorical Concepts

Week 2 Transition to College Reading and Writing / Writing Process/ Rhetorical Concepts

Rhetorical concepts could include canonical concepts, like ethos, logos, and pathos, and should definitely include task awareness concepts, like audience, situation, and purpose. These two weeks give you time to acclimate students who add the class late, practice free writing and group work, and get lots of samples of small low-stakes writing on which to provide confidence-building feedback and get an early awareness of those students who might struggle so

How will academic honesty for tests and assignments be addressed?

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section,
Check the Box to the Right:

NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies

liberal-studies

Liberal Studies Course Designations (Check all that apply)

Learning Skills:

english

Knowledge Area:

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

Expected Undergraduate Student

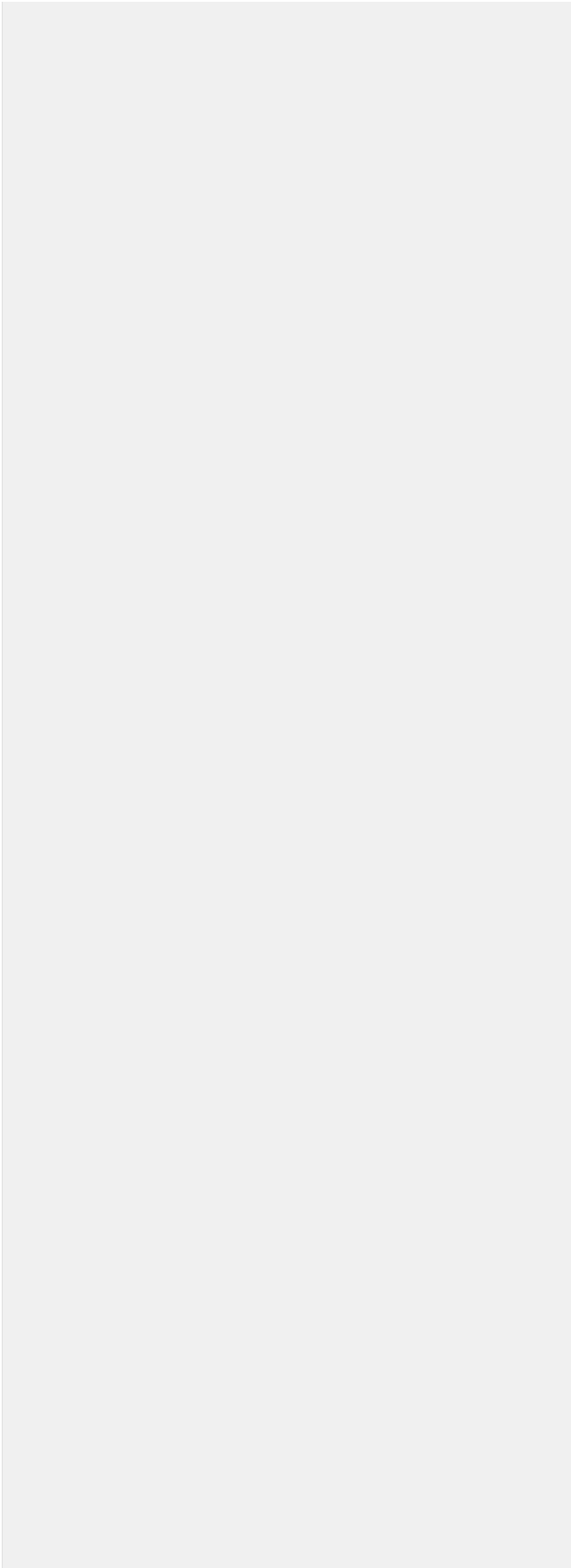
Learning Outcomes
(EUSLOs)

Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number

Map the Course Outcome to the
EUSLO's

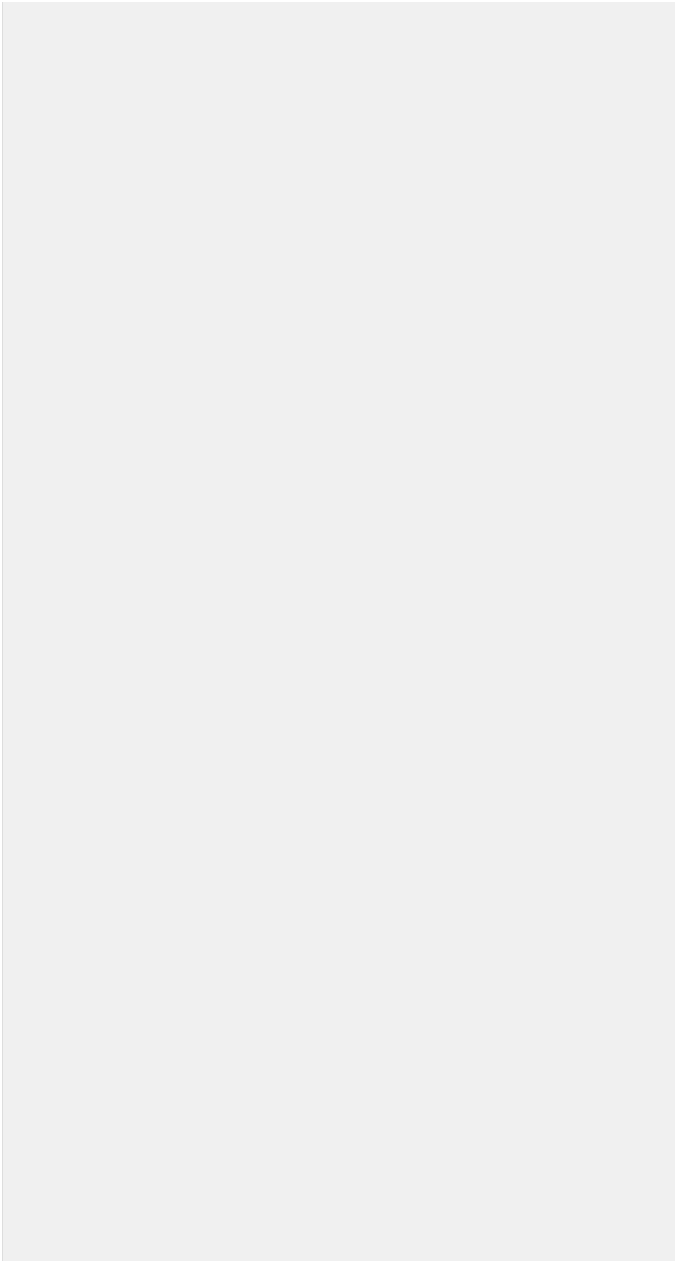
See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 	
<ul style="list-style-type: none"> The aesthetic facets of human experience 	
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	



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<ul style="list-style-type: none">critical thinking skills including analysis, application and evaluation	5
<ul style="list-style-type: none">reflective thinking and the ability to synthesize information and ideas	4
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none">intellectual honesty	3
<ul style="list-style-type: none">concern for social justice	
<ul style="list-style-type: none">civic engagement	
<ul style="list-style-type: none">an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
<ul style="list-style-type: none">an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured
(note should mirror (L) Student Learning

1	Identify and apply writing processes including drafting, sharing, developing, revising, editing, and proofreading to both short and more sustained writing tasks.	Might include: in-class writing, holistic grading of discrete writing projects involving multiple steps (drafting, peer review, editing, revising); semester-long writing projects completed in multiple steps
2	Write in a variety of genres in response to specific rhetorical situations (i.e., recognize the role of audience, purpose, and context in creating and analyzing text) that take place in diverse print and digital environments.	Might include: written and oral discussion of genre samples; holistic scoring of discrete writing projects involving multiple steps (drafting, peer review, editing, revising); semester-long writing projects completed in multiple steps
3	Analyze their own writing and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into their own writing.	Might include: reading responses; written and oral discussion of genre samples; discrete longer writing projects requiring quotations and paraphrase; in-class or online exercises in quoting, paraphrasing, and citation
4	Reflect critically on their own writing process, rhetorical effectiveness, and how learned skills and concepts can be applied in other writing contexts by cultivating effective habits of mind (e.g., curiosity, openness, metacognition).	Might include: written reflective essays, reflective post-writes or letters to the instructor with various projects; written and/or oral discussion (posts or in-class)
5	Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own.	Might include: reading responses; written and oral discussion of genre samples; discrete longer writing projects requiring analysis of texts

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

Course objective 5 states, " Demonstrate critical thinking (through reading, discussion, and/or writing) by interpreting, responding, critiquing, and acknowledging diverse perspectives in relation to their own." The handbook for teaching the course will explain that instructors should require readings from "diverse perspectives" including those from ethnic and racial minorities, as well as multiple genders, as samples of genres that students will be writing as well as texts for students to respond to in their writing.

Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.

Course objective 3 states, " Analyze their own writing and the writing of others for rhetorical effectiveness and rhetorical choices (i.e., read like a writer), and integrate the writing of others into their own writing." Our teaching handbook for the course will explain that instructors will require a variety of readings for each unit, usually a collection of non-fiction in the genre that students are writing (e.g., for the informative unit, an instructor would provide examples of news articles, infographics, web text, brochures, and other typically informative types of writing for students to write about and use as models).

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section,
Check the Box to the Right:

NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items

Course Designations:

Key Assessments

For both new and revised courses, please attach (see the program education coordinator):

- The Overall Program Assessment Matrix
- The Key Assessment Guidelines
- The Key Assessment Rubric

File

Modified ▲

No files shared here yet.

Drag and drop to upload or

[browse for files](#)

Narrative Description of the

Required Content

How the proposal relates to the Education Major