

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

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## 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 “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When read146.25tCourse Level\*


	undergraduate-level
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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  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>	This course is being revised <ul style="list-style-type: none"> <li>To update the objectives in response to 2016-17 assessment data.</li> <li>To help students understand more clearly what they will learn in English 101.</li> <li>To align course objectives with best practices in the field of Composition Studies.</li> </ul>

<b>(B) University Senate Summary of Rationale*</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is being revised</p> <ul style="list-style-type: none"> <li>• To update the objectives in response to 2016-17 assessment data.</li> <li>• To help students understand more clearly what they will learn in English 101.</li> <li>• To align course objectives with best practices in the field of Composition Studies.</li> </ul>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	<p>The revised course are more specific and use language that is more commonly used by instructors of the course so this should help students better understand the objectives.</p>

<b>Current Course Information*</b>
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<b>Category A</b>	
<b>(D) Current Prefix*</b>	ENGL
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	101
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Composition I
<b>Proposed Course Title</b>	
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include, but are not limited to, memory, observation, critical reading and viewing, analysis, and reflection. Students will use writing processes to draft, peer review, revise, and edit their projects.
<b>Pro</b>	





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

	Week 14: Final Presentations and Submissions
<b>(N) Brief Course Outline</b>	<i>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.</i>
<i>(Give sufficient detail to communicate the content to faculty across campuses. It is not necessary to include specifics, readings, calendars or assignments)</i>	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 you can build in support. It's a good chance to have them talk about their concerns and their mis (conceptions) of college writing expectations. Use this time to build community.
	Week 3 Genres with a narrative purpose (e.g., literacy narrative, memoir, photo essay, letter, profile)
	Practicing sensory description, summary, story-telling, audience
	Week 4 Collaboratively reading and writing narrative genres like memoirs or literacy narratives; comparing different types of narratives
	Week 5 In-class drafting, peer-review, revising, and reflecting on narrative genres
	Week 6 Informative Choice (e.g., encyclopedia or Wikipedia entry, infographic, news story, business memo, how-to, product comparison, fact sheet, FAQ, brochure)
	Week 7 In-class drafting, peer-review, revising, and reflecting on informative genres
	Week 8 Midterm conferences (you may cancel classes this week or add an additional week to the informative genre)
	In conferences, give personalized feedback on informative rough drafts or do conference grading on informative final drafts; also some midterm goal-setting
	Week 9 Evaluative Choice (e.g., movie/book review, course evaluation, product review or comparison)
	Week 10 In-class drafting, peer-review, revising, and reflecting on evaluative genres
	Week 11 Persuasive/Argument Choice (e.g., job application letter, personal statement, researched argument, advocacy letter, grant)
Week 12 In-class drafting, peer-review, revising, and reflecting on persuasive genres	
Week 13 In-class drafting, peer-review, revising, and reflecting on persuasive genres	
Week 14 Reflection (In this unit, you might ask students to write a reflective essay, a letter to their 121 or 202 professor, a letter to you; they could do some kind of remix/revision project, prepare a cover letter for a portfolio, or they could write about transfer of learning by analyzing how they might use skills from previous genres to write in their majors or career genres.)	
Week 15: Final exam week: Terminating Activity (we recommend collecting a reflective portfolio)	

## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>

<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>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.</i></p>
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**Rationale for Proposal (Required Questions from CBA)**

<b>How is/are the instructor(s) qualified</b>	

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	<ul style="list-style-type: none"> <li>concern for social justice</li> </ul>	
	<ul style="list-style-type: none"> <li>civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
	<ul style="list-style-type: none"> <li>an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p><b>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>		
	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.**

<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	<p>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.</p>
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	<p>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).</p>

## Teacher Education Section

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

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b>    <b>Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>