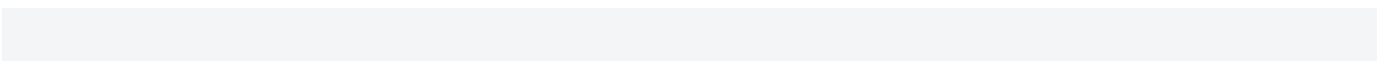




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<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>The course objectives are being revised (1) to align them more with language used in standards documents used by national organizations in the teaching of college writing and (2) in response to our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course objectives are being revised (1) to align them more with language used in standards documents used by national organizations in the teaching of college writing and (2) in response to our Liberal Studies English committee's concerns that the current objectives cannot effectively be assessed. The course description is being revised to match the new objectives.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>We expect positive effects on students, faculty, and the department as a result of these changes, the most significant of which are as follows:</p> <p>Better match learning objectives to catalogue description and LS EUSLOs Incorporate more explicit attention to written communication and its assessment Add more emphasis on reading and synthesizing Remove "essay" as the specific genre taught</p> <p>Better show the connection between Comp 1, Comp 2, and students' majors: Comp 1 ob S Tfeant</p>

(H) Current Catalog Descripti on	Serves as a bridge between Composition I and students' professional writing. Develops rhetorical skills for informed inquiry. Also develops the following abilities: writing, critical reading, revising, citing and documenting, speaking and listening, and reflecting.
Propo sed Catalog Descripti on	Serves as a bridge between Composition I and students' majors; introduces the informed inquiry skills important to research in educational and practical contexts. Develops abilities in writing, critical reading, revising, citing and documenting sources, and reflecting, and other rhetorical knowledge.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course This is for a course that can be repeated Multiple times e.g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Propo sed Repeatable Course	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week: Lab Hours: Credits:
Propo sed Number of Credits	Class Hours:Lab Hours:Credits:
(K) Current Course St udent Learning Outcome s (SLOs)	

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the 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> <p>IUP Mission Statement: <i>Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.</i></p> <p>Something about the IUP mission statement must have caught your eye. Otherwise, you wouldn't be a student here. Is it the emphasis on <i>being a learner and leader?</i> Perhaps it is the concepts of <i>intellectual challenge or cultural enrichment?</i> Are you interested in being a part of a <i>contemporarily diverse environment?</i> Whatever it is that drew you to IUP, the writing you'll do in this class is aimed toward facilitating your engagement with the tenets of the college mission.</p> <p>In this class this semester, you will work on one project in four stages (each stage is one class unit).</p> <p>You choose the topic. Your only limitation (or, perhaps you might see it as an opportunity) is that your topic should relate to the university mission statement. Suggestions include:</p> <ul style="list-style-type: none"> • Learner and leader: local, national, or global issues; issues of race, class, gender, disability, religion; civil rights • Intellectual challenge: something you've always been interested in learning more about, or something you've been learning about for a while and know it will be a lifelong pursuit; career development • Cultural environment: scientific, political, financial, and social aspects of our cultural environment at IUP or more globally <p>The four-stage inquiry project includes the following course units:</p> <p>1) A research proposal (Project 1)</p> <p>You'll describe what you already know about this topic, what you're hoping to find out, where you might look for information, and the results of very preliminary searching.</p> <p style="padding-left: 40px;">Developing research questions from topics and issues</p> <p>2) An annotated bibliography (Project 2)</p> <p>You'll summarize and analyze sources you've evaluated and indicate how these sources might be useful in your project.</p> <p style="padding-left: 40px;">Evaluating, summarizing, and analyzing sources; citation introduction</p> <p>3) A report on a micro field study (Project 3)</p> <p>You'll summarize and analyze data you've collected from a small field study in which you've interviewed, surveyed, or observed a group or event in order to find relevant information.</p> <p style="padding-left: 40px;">Collecting primary data and integrating it; synthesis: writing up multiple kinds of data</p> <p>4) A persuasive essay (Project 4)</p> <p>You'll use all of the sources you've evaluated to demonstrate your knowledge of the topic and to make an argument about the importance of the issue you've chosen.</p> <p style="padding-left: 40px;">Using evidence to persuade; organizing research; synthesis; citation review; reflecting on process</p>
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Distance Education Section

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

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

Brief Course Outline	<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)

How is/are the instructor(s) qualified	

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Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i>	
	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 	
	<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
	<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
	<ul style="list-style-type: none"> the interrelationships within and across disciplines 	1
	Empowered Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> effective oral and written communication abilities 	1, 2, 3, 4
	<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	1, 2, 3
	<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	
	<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	2, 3
	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
	<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	3, 4
	<ul style="list-style-type: none"> 	
	<ul style="list-style-type: none"> 	

	<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 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1 Develop a research-based inquiry project(s) in a variety of genres; prepare rhetorically effective projects that demonstrate understanding of audience, genre, purpose, and context.	Writing assignments, presentations, research activities, discussion
	2 Demonstrate critical reading and information fluency by evaluating a diverse range of sources for credibility and rhetorical context.	Writing assignments, presentations, research activities, discussion
	3 Synthesize multiple perspectives (including one's own) in order to engage with an academic and/or public conversation; apply a standard citation style(s) and conventions that acknowledge others' intellectual property .	Writing assignments, presentations, research activities, discussion
4 Practice metacognition by reflecting on one's own work, giving feedback to others, and using feedback from others to revise.	Peer review, reflections, discussion	

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

Please answer the following questions.

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this criterion.</p>	<p>In English 202, students design research projects, typically based on topics in their major discipline. In order to meet SLO #2 and #3, students must find sources from multiple places, by a diverse range of people, and from a diverse range of perspectives. The rhetorical concept of <i>ethos</i> - credibility, trustworthiness, honorable character - is discussed in terms of how students represent diverse voices as well as their own.</p>
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