

CORE CURRICULUM FORM
FOUNDATIONS
NEW COURSE: ENGL 165: Writing & Rhetoric

Implementation Catalog Year: 2018-19

Submission Date: 8/30/2016

Catalog Copy	ENGL 165: Writing & Rhetoric: This course prepares students for the writing and research they will do throughout their university experience. Students will learn to explore, to analyze, and to inform within academic contexts using the most effective rhetorical strategies, structures, and media. They will also examine the conventions of structure, reference, and language of multiple disciplines. Students will identify the strengths and weaknesses in their written communication. Writing infused. 3 credits.
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II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION

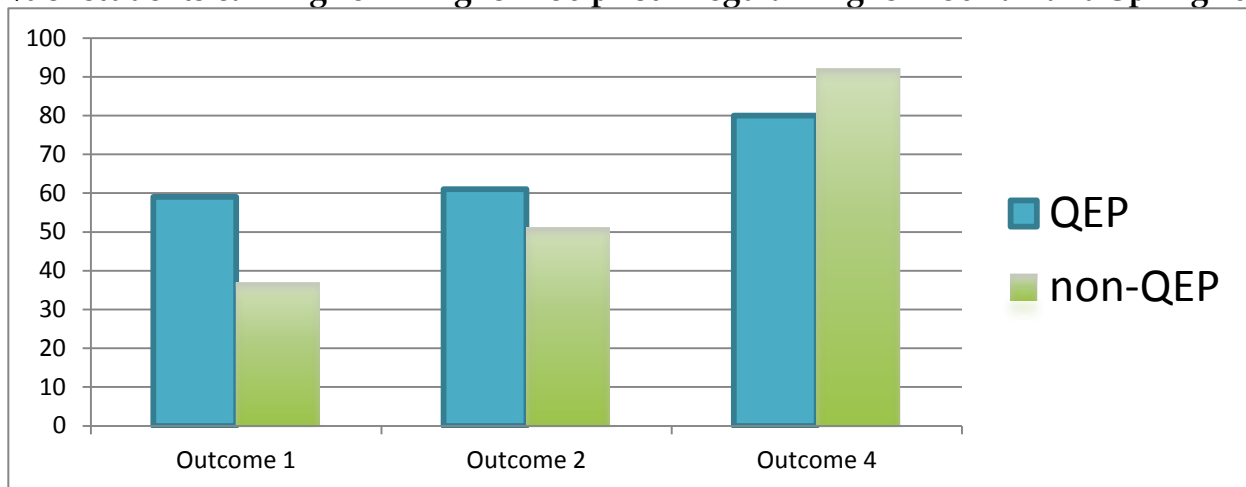
N/A

III. RATIONALE FOR COURSE

- Students in the new Core Curriculum begin by taking two courses at the first-year level; this is one of those courses. Incoming freshmen will be introduced to academic inquiry a fundamental part of college study in *CTZN 110: Inquiry to Citizenship* and *ENGL 165: Writing & Rhetoric*. Academic inquiry is central to Longwood University's liberal arts core curriculum and goal of producing an educated citizen.
- In order to develop students' ability to research and write in the university, they must understand writing as a rhetorical. Thus, they should be instructed in the application of writing knowledge employed in various academic contexts before they move into the Core and their major.
- Thus, the purpose in teaching composition as students enter the university is twofold:
 - 1) to introduce disciplinary conventions of the academic houses, and
 - 2) to develop the students' ability to bridge earlier writing experiences to the new writing contexts of their Core courses and major courses.An awareness and understanding of the different conventions across disciplines is a knowledge base more transferrable to the near and far writing contexts students will encounter (Anson; Beaufort; Downs & Wardle; Driscoll; Moore). Teaching that awareness is within the capability of our English department faculty. However, teaching *how to write and research in the disciplines* is the responsibility of faculty in the majors.
- English Department faculty will approach the teaching of writing from their varied research interests in Rhetoric & Professional Writing, Literature, Children's Literature, and Creative Writing to meet the same 6 objectives of the course.
- The approach to teaching writing as with the pedagogical goals similar to this new course has already been piloted with a majority of the sections of English 150 over the past 3 semesters with some success. The pedagogical goals were to teach:
 - more than a passing familiarity with disciplinary research conventions (language, format, inquiry goals)

- metacognitive work with the similarities/differences involved in the need to adapt their skills and knowledge to a new disciplinary environment from their work in high school to first-year writing and then to disciplinary-based writing in the academy
- the ability to communicate effectively for a given audience.
- Those pilot courses were assessed with the control group of the regular sections of English 150. Student texts from a common final exam were randomly collected from all sections. Raters were normed to the rubric. Raters never scored their own student’s work. The combined results from Spring and Fall 2015 were that students in the pilot courses demonstrated a considerable gain in Outcome (1) rhetorical knowledge of writing, Outcome (2) judging the credibility and suitability of sources. Students without the focus of cross-disciplinary knowledge exceeded the pilot sections in Outcome (4) which is clarity of prose. However, 80% of students earned a 3 (competence) in clarity of prose.

% of students earning ≥ 3 in English 150 pilot v regular English 150 Fall and Spring 2015



- This re-direction of first-year composition as a “writing for/about/in the disciplines,” essentially to focus on the rhetorical decisions students will be making as they write in the disciplines, is not without precedent. East Carolina University and North Carolina State University have shifted their focus as well. As Dr. Tracy Morse, Director of Composition at ECU has written in support of changes to their composition program:

Becoming a better writer requires multiple, consistent opportunities to learn about, practice, and reflect on writing in various contexts and across all levels of the academy (Bergmann & Zepernik; Brent; Carroll; Haswell; Herrington & Curtis; McCarthy; Nelms & Dively; Smit; Sternglass; Walvoord & McCarthy; Wardle). As Perkins and Salomon explain, “Practice that occurs in a variety of somewhat related and expanding contexts will force the cognitive element [of thinking about how to write] to adapt in subtle ways to each of these new contexts, yielding an incrementally broadening ability” (“The Science and Art,” 120).

The community college system of North Carolina is preparing to align themselves with this focus on writing in the disciplines. Christopher Newport University’s second semester composition course also has this focus.

IV. COURSE ALIGNMENT Attach a proposed syllabus in the format specified by the FPPM.

Program Level	Course Level	Course Level
CORE Foundations Level Student Learning Outcomes	Course Objectives (how will students meet the program outcome in measurable ways?)	Sample Relevant Course Components Meeting Course Objectives
Students will analyze and use writing conventions appropriate to different audiences.	Categorize and analyze differences in at least 3 academic disciplines involved in raising questions, understanding assumptions, and following citation guidelines used in academic research methods as modes of thinking.	Through assigned reading and discussions, students will be instructed in the nature of academic disciplines, research methods, and citation guidelines.
	Identify and explain the significance of language, structure, and reference among at least 3 academic disciplines.	When reading samples of discipline-based texts, students will be guided in the identification and discussion of the significance of language, structure, and evidence.
	Convey the results of research through an appropriate academic genre to achieve specific informational and/or persuasive purposes for defined academic audiences.	After a series of scaffolded informal and formal assignments, students will produce a paper or presentation using primary and secondary sources for researched information or persuasive purpose to a particular audience.
Students will recognize the types of information best suited to the argument, and effectively locate, critically evaluate, appropriately use, and ethically cite the information.	Identify appropriate digital and print sources for use in specific writing tasks after explicit instruction in evaluating a variety of sources.	Instructors and/or librarian instructional faculty will instruct students in the evaluation and selection of sources. Students will incorporate a variety of sources in their written text.
Students will identify strengths and weaknesses in their own writing in order to improve.	Identify and evaluate at least 3 strategies for improvement to include: organization, language, and (composing) planning, drafting, revising, and proofreading processes of their own texts.	Students will write and/or present reflective arguments evaluating the strategies of their own work in the course.
	Produce polished original prose with fewer than four errors.	Students will produce 4,000 words over a series of assignments. Their formal writing will be evaluated for many components, error rate and clarity being part of the evaluation.

V. RESOURCE ASSESSMENT

A. How frequently do you anticipate offering this course?

Every year, fall and spring semesters to meet incoming first-year student demand. The course will not be offered in less than 15 weeks.

B. Describe anticipated staffing for the course including any changes in existing faculty assignments:

Currently, the first-year writing course has a coordinator and English department faculty teaching writing. ENGL 165 will require the same coordinator position and the same number of faculty. 26 sections per semester/52 per year. (Same number as currently needed.)

Fall 2016: 9 TT/6 lecturers for 35 sections Spring 2016: 4 TT/6 lecturers for 17-19 sections

Second-year students who have not taken English 150 their first year can take English 165 during their second year as a substitute for English 150 credit without a change in staffing. Our current numbers include second year and first-year students taking English 150.

C. Estimate the cost of required new equipment:

None.

D. Estimate the cost of and describe additional library resources:

None.

E. Will the change require additional computer use, hardware or software? Yes No

If yes, please describe and estimate the cost: Click here to respond

F. Will a course fee be assessed? Yes No

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://www.longwood.edu/budget/forms.htm>.

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

APPROVAL SIGNATURES

COURSE: ENGL 165: Writing & Rhetoric

	Date received	Date approved	Signature
1. Department Curriculum Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. Dean	_____	_____	_____
4. College Curriculum Chair	_____	_____	_____
5. Academic Core Curriculum Committee Chair	_____	_____	_____
6. EPC Chair	_____	_____	_____
7. Date received by Registrar	_____		