

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate
		09-409	AP 1/19/10	I App - 2/23/10 II App 3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Liberal Studies	Phone 357-5715, 357-2612, 357-3210

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
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2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Catalog Description Change Program Revision
 New Minor Program Program Title Change Other
 Liberal Studies Criteria for English Composition I and II

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee	N/A	
Chair(s)		
LIBERAL STUDIES Department Chair(s)	David H. Pistole	1/11/10
College Curriculum Committee	N/A	
Chair		
College Dean	David H. Pistole	1/11/10
Director of Liberal Studies *	David H. Pistole	1/11/10
Director of Honors College *		
Provost *	Geoff Scherr (and)	1/19/10
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	1/19/10

Received

JAN 11 2010

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Liberal Studies

Explanation of Revisions to Liberal Studies Information Packet

Criteria for Liberal Studies curriculum categories and courses are being added and/or revised to address the revisions made to the Liberal Studies curriculum, the revised Liberal Studies Curriculum Framework and the approved Expected Undergraduate Student Learning Outcomes approved by University Senate and the IUP Council of Trustees.

These criteria will be implemented along with the revised Liberal Studies curriculum framework in Fall 2011 for incoming first year students. Students enrolled at IUP prior to Fall 2011 will be transitioned out of the current program and curriculum exceptions will be made as needed to accommodate those students.

The criteria outlined in this document were developed in large part by subcommittees of university personnel who wrote guidelines for each category and were then later reviewed by departments and interested individuals. At the start of the fall 2009 semester, these criteria were posted on the Liberal Studies web site and open to campus-wide feedback. The Liberal Studies Committee has considered all the comments received and has completed a final edit of these criteria.

Included in this curriculum proposal are the criteria for English Composition I and II as approved by the Liberal Studies Committee. Evidence of solicitation of letters from affected department and those letters received are attached.

English Composition I and II

Students are required to complete two courses in this category, English Composition I and English Composition II. English Composition I is traditionally a first year course and English Composition II is traditionally a sophomore year course. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to these two required Liberal Studies English Composition courses, students must complete two additional Written Communication Competency-Across-the-Curriculum (CAC) courses. One of these Written Communication CAC courses must be completed in the student's primary major.

English Composition I Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition I requirement must provide course content that enables students to achieve the *primary* Expected Undergraduate Student Learning Outcomes identified below. Proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students will demonstrate:

- effective oral and written communication abilities
- ease with textual, visual, and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students will demonstrate:

- intellectual honesty

English Composition I Required Course Content

English Composition I courses designed to fulfill the Liberal Studies requirement must include attention to five areas of literate practice for college learners.

1. **Writing:** Students complete a variety of writing projects intended for different audiences, purposes, or formats. Each project involves students in writing processes.
2. **Reading:** Students read college level readings as support for experimenting with form, discussing ideas, shaping response, developing writing projects, and composing. The course includes *preliminary* work with the ways writers introduce and internally cite their reading.
3. **Substantive Revising:** Students learn ways to revise their writing in both early and late stages of composing. Projects have clearly defined stages of preparation and regular progress reviews.
4. **Speaking and Listening:** Students are introduced to effective classroom language use, speaking and listening in one-on-one, small-group, and large-group contexts. Faculty must provide some individual attention to student writers. Faculty can draw upon a variety of structures for holding conferences with students.

5. **Reflecting:** Students experience opportunities to reflect on their writing process and on the rhetorical effectiveness of a completed project.

The recommended assessment strategy for this course is evaluation of a valid random sample of writing portfolios. The portfolios include a major project and reflection on that project.

Faculty preparing syllabi designed to fulfill the Liberal Studies English Composition I requirement are encouraged to include:

- sections where students create web-based writings
- sections designed to link with Living/Learning Communities

English Composition I Common Learning Objectives

All courses meeting the Liberal Studies English Composition I requirement will establish common course objectives stating:

At the conclusion of the course the student should be able to:

- use writing processes to generate, develop, share, revise, proofread and edit major writing projects
- produce essays that show structure, purpose, significant content, and audience awareness
- produce a variety of essay genres
- understand and integrate others' texts into their own writing
- reflect on their own writing process and rhetorical effectiveness

English Composition II

The Liberal Studies curriculum is built upon the assumption that writing development during the undergraduate years is a shared responsibility. At the end of English Composition II the synthesis and inquiry skills outlined below are emergent rather than secure in a disciplinary sense. The Writing CAC courses reinforce and extend those skills, and individual departments further instruct their majors in discipline-based, information literacy practices. The National Council of Teachers of English (NCTE, 1999) and the Association of Departments of English (ADE, 2009) recommend enrollment limits of 20 students.

In addition to the criteria outlined below, English Composition II introduces students to IUP's approved Information Literacy Competency Standards (see Appendix I).

English Composition II Expected Undergraduate Student Learning Outcomes

Proposals for courses designed to fulfill the Liberal Studies English Composition II requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Individual course syllabi may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Empowered Learners* students in Composition II will demonstrate:

- effective oral and/or written communication abilities
- ease with textual, visual and electronically-mediated literacies
- problem solving skills using a variety of methods and tools
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation
- reflective thinking and the ability to synthesize information and ideas

As *Responsible Learners* students in Composition II will demonstrate:

- intellectual honesty

English Composition II Required Course Content

English Composition II serves as a bridge between Composition I and students' professional writing. In Composition II students develop rhetorical skills for informed inquiry. The course develops the following abilities:

1. **Writing:** Students propose and complete an inquiry project. They experience some of the writing forms that sustain inquiry: for example, proposal, summary, interview, critique, abstract, annotated or analytical bibliography. They experience assignments that advance rhetorical awareness and choice when composing synthesis essays: rhetorical forms of synthesis include but are not limited to narration, report, analysis, explanation, argument, and multi genre or mixed forms.
2. **Critical Reading:** Students develop advanced awareness and understanding of different discourse types as they access, read, evaluate, interpret and use primary and/or secondary resources. Some writing assignments develop the ability to read

critically: for example, writing to locate main ideas, to summarize accurately, to identify and evaluate evidence, to explain differing perspectives, to contest or to assent. Critical reading includes the ability to use resources ethically and legally. Students therefore learn and use the writing practices that bring a body of knowledge into their own written work: transition, paraphrase, summary, quotation and explanation. They also learn to use a citation and documentation style (MLA or APA).

3. **Revising:** Activities in the course develop students' ability to consider audience, purpose, language, evidence, and logical organization in written texts; to modify drafts when rhetorical, aesthetic, or logical motives change; to proofread and edit.
4. **Speaking and Listening:** Students meet in structured reading and writing groups to discuss inquiry problems, processes and successes. Examples of other appropriate activities include responding to and troubleshooting drafts, giving oral status reports, discussing texts, reading aloud, or preparing and presenting individual or group projects.
5. **Reflecting:** Students reflect upon their reading processes, their writing processes, and the rhetorical fashioning of their project for a discourse community.

The recommended assessment strategy for English Composition II is evaluation of a valid random sample of synthesis project portfolios. Each portfolio includes a reflective cover letter.

Faculty preparing syllabi to fulfill the Liberal Studies English Composition II requirement are encouraged to include:

- sections where students create web-based writings
- surveys and interviews as field resources for synthesis projects
- sections based on a theme or topic

English Composition II Common Learning Objectives

All courses proposed to meet the Liberal Studies English Composition II requirement will establish common learning objectives.

At the conclusion of the course students should be able to:

- access relevant print and electronic resources, artifacts, or human resources; read, evaluate and select resources; manage and sustain an inquiry project
- critique own and others' essay drafts
- compose a focused and cohesive synthesis essay
- use a body of knowledge inside written work: paraphrase, quote, summarize, explain/interpret/comment, cite, and document (MLA or APA)
- reflect upon their reading processes, writing processes and rhetorical effectiveness

Subject: Comp I and Comp II, and the Literature Criteria
From:"Susan E Welsh" <sbwelsh@iup.edu>
Date: Wed, 18 Nov 2009 09:43:47 -0500
To: bgwilson@iup.edu

Hi Gail,
I'm attaching the Comp I and II criteria. Only one suggestion for a word addition there. It is highlighted in blue on the attachment. All else is fine. Your committee's yellow highlighted changes are fine.

Thanks,

Sue