

ENGL 202 Composition II -CrsRvs-2019-03-28

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

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 ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Bryna Siegel Finer	Proposer Email*	brynasf@iup.edu
Contact Person*	Bryna Siegel Finer	Contact Email*	brynasf@iup.edu
Proposing Department/Unit*	English	Contact Phone*	6464839487

Course 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:	Category B:
catalog_desc_change	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) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)
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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 introduces rhetorical knowledge; Comp 2 develops that knowledge and other skills as it introduces informed inquiry, which will continue to be developed in students' majors.</p> <p>Edit out "professional writing" to acknowledge that not all students go on to "professional" fields or positions, and that the course is meant to give them inquiry skills for a variety of settings and experiences</p>

Current Course Information*	
Category A	
(D) Current Prefix*	ENGL
Proposed Prefix	
(E) Current Number*	202
Proposed Number	
(F) Current Course Title*	Composition II
Proposed Course Title	
(G) Prerequisite(s)	ENGL 101 and sophomore standing
Proposed Prerequisite(s)	

(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) Repeatab le 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 Repeatab le 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>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	Note that the text box in the table expands		
	SLO #	Outcome	How outcome is assessed
	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 activities, written reflections, discussion	
<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</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>In Class: Reading pgs 1-22</p> <p>Discussion: Prewriting/Invention Activities</p> <p>Homework: Read Chapter 2 – Remember Events</p> <p>In Class: Invention and drafting</p> <p>In Class: Drafting and Workshop</p> <p>Homework: Read Chapter 3</p> <p>Project 1 Due: Event (post-write and sharing)</p> <p>In Class: Discussion of Chapter 3 – Writing Profiles</p> <p>In Class: Drafting and Workshop</p> <p>Homework: Read Chapter 4</p> <p>No Class</p> <p>Project 2 Due: Profile (post-write and sharing)</p> <p>Discussion of Chapter 4 – Explaining a Concept</p> <p>In Class: Drafting and Workshop</p> <p>Homework: Read Chapter 7</p> <p>Project 3 Due: Concept (post-write and sharing)</p> <p>Discussion of Chapter 7 – Justifying Evaluation</p> <p>In Class: Drafting and Workshop</p> <p>Homework: Read Chapter 5</p> <p>Project 4 Due: Evaluation (post-write and sharing)</p> <p>Discussion of Chapter 5 – Arguing a Position</p> <p>In Class: Drafting and Workshop</p> <p>Project 5 Due: Argument (post-write and sharing)</p> <p>Portfolio Discussion and Revision Activities</p> <p>Portfolios Collected</p>		

<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>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
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
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	english
Knowledge Area:	

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
	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 	

<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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<p>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.</p>	<p>In order to meet SLO#2 and #3, students read multiple academic articles, books, websites, government documents, newspapers, magazines, other popular journalism, and other kinds of academic scholarship, etc – almost exclusively non-fiction. There is typically not a textbook used in this course, although some instructors choose to use a research writing handbook, and some will choose a non-fiction journalistic book (something heavily researched) to tie the course together.</p>
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Teacher Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
<p>Narrative Description of the Required Content</p>	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</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>