

ENGLISH 300 PROPOSAL

The Colonnade Implementation Committee will spend the fall semester reviewing courses to be included in the Foundations Category. Your department offers English 300, which will be included in that category. Please review your existing course in light of the learning outcomes listed in the Colonnade Plan (see below).

The implementation committee asks that you send me the following material by October 12, 2012:

1. **A sample syllabus for this course.** This should contain course description, student learning outcomes, goals of the course, and types of assignments. You do not need to send us a course schedule of topics, exams, etc. [Appended]

2. **Statement of how your course meets the Colonnade Plan's learning objectives.**

English 300: Writing in the Disciplines (3 hours) gives students advanced instruction and practice in writing and reading essays within an academic discipline and makes students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentations. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

What follows is specific detail of how ENG 300 meets each of the five learning objects outlined in the Colonnade plan. ENG 300 uses a common set of learning outcomes and course guidelines. Instructors have discretion over readings and assignments.

Learning Objective 1: Students will demonstrate the ability to write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.

As outlined in the attached sample syllabus, students in English 300 practice writing in a variety of genres that teach them to produce clear and effective prose. In a typical English 300 course, students write summaries of scholarly journal articles and other professional publications; proposal for research projects; argumentative and/or explanatory synthesis essays (often called "literature reviews" or "critical reviews" in scholarly publications) of a significant number of sources focused on a single debatable issue in the student's major discipline; argumentative essays supplemented by academic research; periodic response journals and research journals; and rhetorical analyses of disciplinary journal articles in the students' majors. The argumentative essay is the culmination of this process.

Each of these assignments requires students to understand and target a specific audience and to write for a specific purpose within a genre. For example the argumentative essay is focused on an academic audience, for the purpose of argumentation.

Learning Objective 2: Students will demonstrate the ability to find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.

For each of the assignments and objectives in English 300, students must conduct research using primary or secondary sources within their fields, identify sources (primary and secondary) and do so using online databases and/or brick-and-mortar libraries.

The assignments themselves are the culmination of the instruction in finding, analyzing, and citing these sources. In-class lecture, discussions, and readings provide instruction and feedback into how students can learn the skills needed to demonstrate successful completion of these objectives. Students are required to use a documentation style appropriate to their discipline and receive instruction in that documentation style.

Learning Objective 3: Students will demonstrate the ability to identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

Each of the six types of assignments in English 300 requires students to demonstrate the outcome required by this objective. More importantly, the assignments are constructed as a series of stepping-stones that culminate in the “researched argument” paper. By the time students have used each of these to build upon the other, the argumentative paper will require students to:

- A. Assess the current state of research in the student’s major field.
- B. Find multiple sources in their major fields.
- C. Identify, analyze and evaluate the arguments in those sources.
- D. Synthesize those sources.
- E. Use those sources to construct an original argument.
- F. Support that argument through the use of evidence, both primary and secondary.
- G. Use proper documentation formats to cite their research.

Learning Objective 4: Students will demonstrate the ability to plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

For each of the assignments in English 300, students must plan, draft, and revise their writing. Students are often required to complete invention and pre-writing, outline the

assignment, submit drafts for peer or instructor feedback, revise for content improvement, and edit and proofread for final grading.

Instructor feedback includes evaluation on grammar and writing style as well as content (ability to accurately and succinctly summarize a source; ability to effectively synthesize multiple sources; ability to advance an argument successfully, for example). Major assignments go through multiple drafts with feedback from the instructor. Final drafts receive grades, which allows the instructor to assess the students' ongoing planning, revisions in organization, clarity, and content, editing, and ability to proofread.

Learning Objective 5: Students will be able to distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

Students must be familiar with multiple sources, and the evidence presented within, in order to complete each of the assignments in English 300. For example:

1. The Summary assignment requires students to identify significant information (thesis, main supporting evidence, etc) from a single source and to distinguish that significant information less significant details.
2. The Synthesis requires students to understand, evaluate, and distinguish the kinds of evidence, and effective use of the evidence, in multiple sources, and to bring those sources into conversation with one another to make a claim about the breadth of disciplinary scholarship.
3. The Argumentative essay requires students to utilize the arguments of others to construct their own arguments, and then use different kinds of evidence to support their arguments. Evidence could include datasets, original research data, interviews, artwork, letters, archival materials, diaries, and a variety of secondary sources.

3. Brief description of how your department will assess this course's effectiveness.

The English department will assess the effectiveness of English 300 by incorporating the Colonnade Plan Learning Outcomes into our existing assessment structure.

The department will collect samples of writing from every section of English 300. These samples will be chosen randomly and all student information will be removed. Teams of English department faculty will assess these essays following the measures of success in general education courses as established by the department's General Education Assessment Committee:

4 = outstanding (far exceeds expectations)

3 = good (exceeds expectations)

2 = average (meets basic expectations)

1 = poor or unacceptable (falls below basic expectations)

Because of the large volume of essays that must be read, the department will select two target items from the Colonnade Plan Learning Outcomes to assess each year. In 2013, those items will be

Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.

and

Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.

Our targets are as follows:

- 1) 80% of English 300 essays will score 2 (average—meets expectations) or higher for both measurements
- 2) 30% of English 300 essays will score 3 (good-exceeds expectations) or higher for both assessments.

In the following years we will evaluate the other three learning outcomes, two in 2014 and one in 2015. In 2015 we will also target the learning outcome from previous years that (based on our results) we feel most needs additional assessment data. In this way, all five learning outcomes will be assessed at least once in every three year period.

The English department's General Education Assessment Committee has operated for several years, and has in place the infrastructure and training to run this assessment. This plan to assess the Colonnade Plan Learning Outcomes will build on this foundation and will serve as a comprehensive approach to evaluating the effectiveness of English 300.

4. If necessary, a list of any proposed revisions needed to bring you course in line with the Colonnade Plan.

In order to bring English 300 in line with the expectations for it in the Colonnade plan, we will slightly revise the catalog description to read:

ENG 300. WRITING IN THE DISCIPLINES. (3) *Prerequisites: ENG 100 and 200 or equivalent.* Interdisciplinary writing course to be taken in the junior year. Students will read and write essays within their academic discipline with a focus on adjusting language, structure, format, tone, citation, and documentation according to disciplinary conventions and rhetorical situations. Students will conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays. Each student will produce a substantial research project appropriate to his or her chosen field.

EXAMPLE SYLLABUS: ENGLISH 300

ENGLISH 300– Writing in the Disciplines (3 credit hours)

Instructor Information [Removed from example syllabus]

English 300 gives students advanced instruction and practice in writing and reading essays within an academic discipline and make students aware of how disciplinary conventions and rhetorical situations call for different choices in language, structure, format, tone, citation, and documentation. Students conduct investigations into writing and reading conventions in their fields and receive advanced instruction in planning, drafting, arranging, revising, and editing discipline-specific essays.

Texts: Behrens, Laurence, and Leonard J. Rosen. *Writing and Reading across the Curriculum*. 8th edition. NY: Longman, 2003.

Troyka and Hesse. *Quick Access Compact*. Pearson, 2010.

Catalog Description: An interdisciplinary writing course to be taken in the junior year. Students will read and write about challenging essays in a number of fields. Each student will produce a substantial research project appropriate to his or her chosen field. **Prerequisite:** English 200 or equivalent.

Goals and Objectives: This course fulfills the A.1. (Organization and Communication of Ideas) general education requirement at WKU. The course will help you attain these general education goals and objectives: 1. The capacity for critical and logical thinking, and 2. Proficiency in reading, writing, speaking

Learning Outcomes

Upon completion of this course, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.
5. Distinguish among various kinds of evidence by identifying reliable sources and valid arguments.

Important Dates: [Removed from example syllabus]

Assignments: You will write several assignments that build a foundation for your final 3000+ word argumentative essay. Those assignments are listed below. Additionally, students will write frequent response or informal writings and will conduct a rhetorical analysis of the professional scholarship in their discipline. Reading assignments must be completed on time so that students can engage constructively in class discussion. There may be quizzes on the reading assignments.

Summaries (150-250 words each X 3)	100 points (15, 35, and 50 points)
Proposal + Annotated Bibliography	150 points
Synthesis/Literature Review (1200+ words)	150 points
Researched Argument (3000+ words)	300 points
Response Journals, Quizzes, and Part.	150 points
Rhetorical Analysis of Disciplinary Scholarship	150 points

Assignment Descriptions

Summaries: To read actively and identify the main points of selected scholarly sources (articles, chapters of books, entire books, or credible electronic/web sources); to summarize the sources concisely; to write a correct bibliographic entry for each source. The summaries will be due on different dates, not all at once. You will write three of them: The first will be for a source read by the entire class. The second and third will be on sources that are related to a debatable topic in your discipline.

Proposal + Annotated Bibliography: The purpose of this *essay proposal plus annotated bibliography* is to propose a topic, research question(s), focus, and tentative *annotated bibliography* of source material **that will guide you as you draft and revise your researched argumentative essay**. The annotated bibliography section of this assignment will identify and annotate (summarize) a sufficient number of credible scholarly and professional sources (articles, books, and occasional government documents or credible websites) that will provide a context and background for your research related to a current effort/issue in or related to your major/discipline/future profession. This assignment will facilitate your final researched argument essay for this course. **Minimum sources to be used: 20 for annotated bibliography, most of which must be scholarly or appropriate professional alternatives.**

Synthesis Essay/Literature Review: The purpose of this assignment is to synthesize twenty or more sources about a specific debatable issue related to the subject of your larger argumentative essay (written in the second half of the semester). The broad purpose of a literature review, or synthesis essay is to identify trends and commonalities in a body of literature (journal articles, books, and other scholarship) on a particular subject. In a synthesis essay, according to Behrens and Rosen, the writer “infer[s] relationships among sources” (87). Synthesis essays usually survey a large number of scholarly texts—fifty, a hundred, or more. In this synthesis essay, you will survey a much smaller sample—twenty sources.

Researched Argument Essay: The purpose of this assignment is to advance an argument, evidenced by credible, current, relevant scholarly research, about a topic relevant to your major/discipline/future profession. This is a standard research-based academic argument.

Grading: All formal written essays and exams will receive numerical grades and comments from the teacher. Journal assignments will receive either full credit, half credit, or no credit.

Students must complete all major assignments (all formal essays) in the course to receive a passing grade. Final grades are non-negotiable and are based strictly on the student’s earned points. 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 000=599=F. **Do not throw away returned, graded assignments** or first drafts because you will need all these papers to construct your portfolio.

Course Policies [Removed from example syllabus]