

ENGL 220R: TOPICS IN RHETORICAL THEORY AND PRACTICE

In Workflow

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Approval Path

1. Fri, 20 Sep 2019 16:39:49 GMT
David Toise (dwtoise): Approved for ENGL Committee Chair
2. Fri, 20 Sep 2019 16:59:04 GMT
David Toise (dwtoise): Approved for ENGL Chair
3. Tue, 08 Oct 2019 22:45:37 GMT
Robin Fisher (rfisher): Rollback to ENGL Chair for ALS College Committee Chair
4. Sun, 13 Oct 2019 16:10:33 GMT
David Toise (dwtoise): Approved for ENGL Chair
5. Mon, 14 Oct 2019 03:36:44 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Mon, 14 Oct 2019 22:21:16 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

Date Submitted: Sat, 08 Jun 2019 19:23:54 GMT

Viewing: ENGL 220R : Topics in Rhetorical Theory and Practice

Last edit: Mon, 14 Oct 2019 16:10:12 GMT

Changes proposed by: Angela Clark-Oates (218645532)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Topics in Rhetorical Theory and Practice

Class Schedule Title:

Topics in Rhetoric

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

English

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)

ENGL - English

Catalog Number: (course number)

220R

Course ID: (For administrative use only.)

130301

Units:

4

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

This course is being modified to fit with new program requirements (please see appropriate form B); a significant portfolio project that becomes part of a student's e-portfolio is being added to the course and the number of units changed appropriately

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Designed to help students learn about and apply rhetorical theory. Its goal is to introduce graduate students to the history and theory of rhetorical movements after–or outside of–the rhetorics of Western antiquity. Evaluation will be based on weekly journal responses to readings, a major paper on rhetorical theories, and a course portfolio.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

May be repeated if topic differs

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

4

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

Yes

How many times can the course be taken (not including first time passed)?

1

Total credits allowed (including first time passed)

8

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Expected Learning Outcomes—Students will be able to:

1. understand theories and practices of critical analysis and inquiry in rhetoric in relation to a specialized topic or focus.
2. employ, assess, and evaluate writing as a series of situated processes, the function of critical self-reflection, and the habit of metacognition.
3. develop disciplinary knowledge by understanding how previous research informs current practices in theory, pedagogy, and professional writing.
4. understand how research design is informed by appropriate conceptual and methodological frameworks.
5. engage the discourses within rhetoric to contribute ideas to an established body of knowledge
6. employ and analyze ethically-driven and culturally-responsive language use, especially within the contexts of academic and professional discourse communities.

Attach a list of the required/recommended course readings and activities:

ENGL 220r aco.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

reading responses: 1, 2, 3, 5, 6

rhetorical analysis: 1, 3, 5, 6

annotated bibliography: 1, 2, 3, 4

conferences and class participation: 1, 5, 6

research project: 1, 2, 3, 4, 5, 6

portfolio project (digital showcase-archive): 1, 2, 3, 5, 6

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Information literacy
Disciplinary knowledge
Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Robin Fisher (rfisher) (Tue, 08 Oct 2019 22:45:37 GMT):Rollback: Dear David, please re-frame the Expected Learning Outcomes in the proposal; the Outcomes in the syllabus are not labelled as such, so please match them with the proposal by using either list in the requested format; also please add a grading breakdown to the syllabus. Thank you, Robin Fisher

Key: 1941