MA IN COMPOSITION, RHETORIC, AND PROFESSIONAL WRITING

In Workflow

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Approval Path

1. Wed, 25 Sep 2019 16:18:32 GMT
   David Toise (dwtoise): Approved for ENGL Committee Chair
2. Wed, 25 Sep 2019 16:18:57 GMT
   David Toise (dwtoise): Approved for ENGL Chair
3. Wed, 02 Oct 2019 18:33:51 GMT
   Robin Fisher (rfisher): Approved for ALS College Committee Chair
4. Wed, 02 Oct 2019 18:36:29 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Program Proposal

Date Submitted:Wed, 25 Sep 2019 04:51:24 GMT

Viewing:MA in Composition, Rhetoric, and Professional Writing

Last edit:Wed, 25 Sep 2019 16:17:13 GMT

Changes proposed by: Angela Clark-Oates (218645532)

Academic Group: (College)

Arts & Letters

Academic Organization: (Department)

English

Catalog Year Effective:

2020-2021 Catalog

NOTE: This degree major program will be subject to program review evaluation within six years after implementation.

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Angela Clark-Oates	clark-oates@csus.edu	916-278-6404
Sam Dunn	samuel.dunn@csus.edu	916-278-6247
Hogan Hayes	hogan.hayes@csus.edu	916-278-5729
Angela Laflen	angela.laflen@csus.edu	916-278-6586

Type of Program Proposal:
Major

Is this a pilot program?
No

Is this a Fast Track program?
No

Does this major plan to include any formal options, concentrations, or special emphases?
No

Title of the Program:
MA in Composition, Rhetoric, and Professional Writing

Designation: (degree terminology)
Master of Arts

Abstract of the proposal:
The MA in Composition, Rhetoric, and Professional Writing is designed to prepare students for the growing opportunities in the region that demand rhetorical flexibility in rapidly changing professional and educational contexts. The MA in Composition, Rhetoric, and Professional Writing is recommended for students preparing to enter or advance as writers in professional, workplace contexts as well as those who are preparing to teach composition courses at the community college level, university-level, or secondary-level English.

Briefly describe the program proposal (new or change) and provide a justification:
Briefly describe the program proposal (new or change) and provide a justification:

Our rationale for proposing to elevate the composition concentration of the Master of Arts in English to a Master of Arts in Composition, Rhetoric, and Professional Writing is based on four factors:

1) Contributes to the professionalization and economic growth of students in the capital region

2) Strengthens student access and opportunities from our regional partners in the community college and K-12 districts

3) Implements recommendations from our Fall 2018 site evaluation report recommended broadening the focus of the Master of Arts in English, Composition beyond teaching

4) Addresses a gap in CSU graduate-level programs in composition, rhetoric, and professional writing as it also brings our programs into line with EO 1071

Objectives of the degree program:
The MA in Composition, Rhetoric, and Professional Writing is recommended for students preparing to teach at the high school or community college level or advance as writers in professional, workplace contexts. The MA in Composition, Rhetoric, and Professional Writing offers preparation for careers in fields such as education, journalism, publishing, law, technical writing, advertising, arts administration, or civil service; or to pursue study at the doctoral level. Because many graduate students work during the day, most graduate courses are scheduled for late afternoon and evening hours. The course of study leads to an M.A. thesis project in rhetoric, composition, and professional writing in which the student undertakes original research or creates a professional writing portfolio under the supervision of a two-person faculty committee.

Graduate Learning Objectives
1) An understanding of the role of critical analysis and inquiry in rhetoric, composition, and professional writing
2). An understanding of writing as a process, the role of critical self-reflection, and the habit of metacognition
3) An understanding of previous research and how it informs current practices in theory, pedagogy, and professional writing
4) An understanding of how research design is informed by appropriate conceptual and methodological frameworks
5) An ability to engage in the discourse of rhetoric, composition, and professional writing to contribute original ideas to an established body of knowledge.
6) An ethically-driven and culturally-responsive understanding of the ways in which all language is meaning-making, especially within the contexts of academic discourse and professional communities

Program Learning Outcomes
1) A working knowledge of praxis—the ways rhetoric and composition theory and practice inform one another
2) An ability to write clearly, effectively, and multimodally; to use rhetorical knowledge to inform writing process; to locate, evaluate, organize, and incorporate evidence effectively; and to examine explicitly writing and thinking processes
3) An ability to engage, evaluate, and critique a variety of pedagogies, research, and professional writing methods
4) An ability to conduct research in rhetoric, composition, and professional writing using appropriate methods and methodological frameworks
5) An ability to join an on-going scholarly and professional conversation and contextualize an original contribution through primary and secondary research
6) An ability to articulate the sociopolitical and sociocultural implications of researching rhetoric, teaching composition, and professional writing

University Learning Goals

Graduate (Masters) Learning Goals:

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

Will this program be 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

Please attach a Comprehensive Program Assessment Plan (required)

MA in Comp, Rhet, and PW Program-Assessment-Plan-Template (4).docx

Please attach a Curriculum Map Matrix (required)

Curriculum Map MA in Composition,Rhetoric, and Professional Writing (1).docx

Please attach a five-year budget projection (required)

MA in Comp, Rhet, Prof W Budget09192019165815.pdf
Resource Neutral Re_ program changes.pdf

Catalog Description:

The MA in Composition, Rhetoric, and Professional Writing is recommended for students preparing to teach at the high school or community college level or advance as writers in professional, workplace contexts. The MA in Composition, Rhetoric, and Professional Writing offers preparation for careers in fields such as education, journalism, publishing, law, technical writing, advertising, arts administration, or civil service; or to pursue study at the doctoral level. Because many graduate students work during the day, most graduate courses are scheduled for late afternoon and evening hours. The course of study leads to an M.A. thesis project in rhetoric, composition, and professional writing in which the student undertakes original research or creates a professional writing portfolio under the supervision of a two-person faculty committee.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

- a minimum GPA of 3.0 in the last 60 units of all university level coursework OR a 3.0 GPA in courses in Communication Studies, Education, English, Philosophy, Political Science or related major on the transcript from your degree-granting institution (effective beginning with Spring 2015 admissions)
- Statement of purpose and writing sample
- Students from foreign universities must take the TOEFL test, which is administered in different formats; students need take only one format of the exam. Required scores for each format are as follows:
  - paper based TOEFL: 600, with a score of 5 on the Test of Written English (TWE)
  - computer based TOEFL: 250, with a score of 5 on the Test of Written English (TWE)
  - internet based TOEFL (IBT): 100, with a minimum of 25 on the writing section

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (16 Units)		
ENGL 220A	Teaching College Composition✏[1]	4
ENGL 220D	Teaching and Composition Research	4
ENGL 220P	Professional Writing	4
ENGL 220R	Topics in Rhetorical Theory and Practice	4
Select from one of the following (4 Units)		
ENGL 410A	Writing Center Theory and Practice: Internships	4
or ENGL 410C	Internships	
or ENGL 410E	Internship in Teaching Writing	
or ENGL 410W	Writing Programs Internship	

Electives: 8 units of electives from the following; at least 3 units must be 200-level graduate seminars		8
Students who enroll in a three-unit elective course must also enroll in ENGL 222: Understanding Multidisciplinary in Writing Studies		
ENGL 220C	Topics in Composition Studies	
ENGL 210G	Second Language Acquisition[2]	
ENGL 215B	ESL Writing/Composition[2]	
ENGL 210G	Second Language Acquisition[2]	
ENGL 200A	Methods and Materials of Literary Research✎	
ENGL 201D	Contemporary Theory	
Select a course from the ENGL 230, ENGL 240, ENGL 250, ENGL 260, ENGL 275, ENGL 280, or ENGL 285 series		
Select an upper-division ENGL course[2]		
Culminating Requirement (2 Units)		
ENGL 500	Culminating Experience[3]	2
Total Units		30

[1]In order to satisfy the Graduation Writing Requirement (GWAR) and advance to candidacy, students in this program must receive a "B" or higher in ENGL 220A. For more information on this requirement and possible equivalencies, please visit: http://www.csus.edu/gradstudies/currentstudents/gwar.html.

[2]Students who enroll in a three-unit elective must also enroll in ENGL 222: Understanding Multidisciplinary Writing Studies.

[3]The Culminating requirement for the Composition Concentration shall be completed via Plan A requirements by writing a thesis.

Explanation of special characteristics of the proposed degree major program; e.g., in terminology, units of credit required, types of course work, etc.:

n/a

Will this program require specialized accreditation?

Establishment of a master's degree program should be preceded by a national professional accreditation of the corresponding bachelor's degree major program.

Will this program require accreditation?

No

Need for the Proposed Degree Major Program

Is the proposed degree program offered at any California State University campus or any neighboring institutions?
No

Attach the results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program:
Survey Information for MA in Composition, Rhetoric, and Professional Writing .docx

Provide justification for any discrepancies between national/statewide/professional manpower surveys and local findings:
n/a

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

Engl Major and English Pre-Credential Major
Number of Declared Majors
Fall 16 462 declared majors (ENGL and ENGL Pre-Cred)
Fall 17 483 declared majors
Fall 18 474 declared majors

Number of Graduates:
AY 16 17: 142 majors graduated
AY 17-18 154 majors graduated
AY 18-19 150 majors graduated

Professional uses of the proposed degree major program:

The MA in Composition, Rhetoric, and Professional Writing is recommended for students preparing to teach at the high school or community college level or advance as writers in professional, workplace contexts. The MA in Composition, Rhetoric, and Professional Writing offers preparation for careers in fields such as education, journalism, publishing, law, technical writing, advertising, arts administration, or civil service; or to pursue study at the doctoral level.

The expected number of majors in:

1st Year Enrollment:
15
3rd Year Enrollment:
17
5th Year Enrollment:
20

1st Year Graduates:
7
3rd Year Graduates:
9
5th Year Graduates:
10

Existing Support Resources for the Proposed Degree Major Program

List faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program:

Name	Rank	Appointment Status	Highest Degree Earned	Year of Highest Degree Earned (YYYY)	Publications/Professional Experience
Angela Clark-Oates	Assistant Professor	Full Time	Doctorate	2013	Bourelle, T., Clark, A., and Bourelle A. (2017, April). Designing online writing classes to promote multimodal literacies: Five practices for course design. Communication Design Quarterly Review, 5(1), 80-88.
					Clark-Oates, A., Rankins-Robertson, S., Ivy, E., Behm, N., and Roen, D. (2015). Moving beyond the common core to develop rhetorically based and contextually sensitive assessment practices. The Journal of Writing Assessment, 8 (1). Retrieved from http://www.journalofwritingassessment.org/article.php?article=88
					Bourelle, T., Clark-Oates, A., Bourelle, A., Irwin, M., & Potter, Breanne (2019). Thinking beyond multimodal projects: Incorporating multimodal literacy into composing and reflection processes. In S. Khadka & J.C. Lee (Eds.), Bridging the Gap: Multimodality in Theory and Practice (87-104). Boulder, CO: University Press of Colorado.
					Clark-Oates, A., Bourelle, A., Bourelle, T., Rankins-Robertson, S., and Roen, D. (2018). Innovating with technology in first-year composition: Developing and evolving online writing programs. In J. Dahlman & T. Winner (Eds.), Beyond the Frontier: Innovation in FYC (198-211). Newcastle Upon Tyne, United Kingdom: Cambridge Scholars Publishing.
					Clark-Oates, A. (2017). Arizona State University Writers' Studio Online. In Bryna Siegel Finer & Jamie White (Eds.), Writing Program Architecture: Thirty Cases for Reference and Research (173-183). Logan, UT: Utah State Press.
					Clark-Oates, A. (2017). Using the eight habits of mind to foster critical sustained reflections: Active teaching and learning. In Nicholas N. Behm, Sherry Rankins-Robertson, and Duane Roen (Eds.), The Framework

Samuel Dunn	Assistant Professor	Full Time	Doctorate	2018	Dunn, S. J. (2019) "Prototyping Pedagogy: Integrating Usability Research Methods in the Tech Comm Classroom to Improve Cognitive Accessibility." Association of Teachers of Technical Writing Conference, Pittsburgh, PA.
					Dunn, S. J. (2018) "Implementing Cognition-based Accommodations into Composition Courses." Conference on College Composition and Communication, Kansas City, MO.
					Dunn, S. J. (2017) "Shifting from Pathology to Neurodiversity: An Analysis of the Nonsymbolic Motion and Symbolic Action in ADHD Diagnostic Tests." Triennial Kenneth Burke Conference, East Stroudsburg, PA.
					Dunn, S. J. (2017) "Accommodating the Needs of ADHD Students in the Professional and Technical Communication Classroom." Association of Teachers of Technical Writing Conference, Portland, OR.
					McCall, M., S.J. Dunn, and D. Kenzie. (2016) "Responding to Change in WAC Partnerships: Assessment, Sustainability, and Writing for Social Leadership." International Writing Across the Curriculum Conference, Ann Arbor, MI.
					Dunn, S. J. (2016) "Using Aristotle's 28th Common Topos to Understand the Rhetorical Power of Proper Names in the Nation of Islam and the Presidency of President Barack Hussein Obama." Rhetoric Society of America Conference, Atlanta, GA.
Hogan Hayes	Assistant Professor	Full Time	Doctorate	2015	Hayes, H., D.R. Ferris & C. Whithaus. (2016). Transferable Principles and Processes in Undergraduate Writing. In J. Moore, C.M. Anson (Eds.) Changing Practices for the L2 Writing Classroom: Beyond the Five Paragraph Essay. West Lafayette, Indiana: Parlor Press.
					D. Masiel, W. Sewell, & H. Hayes. (2015) "It's Their Story That Turns Your Head": An Interview with Kathleen Blake Yancey. Writing on the Edge, (25)2, 4-14.

Amy Heckathorn	Professor	Full Time	Doctorate	1999	"The Professional IS Personal: Institutional Bullying and the WPA." Definining, Locating, and Addressing Bullying in the WPA Workplace. Eds. Cristyn L Elder and Bethany Davila. Logan, UT: Utah State UP, 2019. 151-171.
					"An Inter-Institutional Model for College Writing Assessment." College Composition and Communication 60.2 (Dec 2008). Publication of the results of the FIPSE-IGEAP grant work.
					"Writing IS General Education." General Education News. Ed. CSUS Office of Academic Affairs. Sacramento, CA: CSUS, 2.1 (2004). 1-2.
					"Moving Toward a Group Identity: WPA Professionalization from the 1940s to the 1970s." Historical Studies of Writing Program Administration. Eds. Barbara L'Eplattenier and Lisa Mastrangelo. West Lafayette, IN: Parlor Press, 2004. 191-219.
					"Reclaiming Rhetorica: A Class (Re)Action." (with Lois P. Agnew, Richard L. Enos, Heather B. Hessler, Dean A. Hinnen, Mark James, Lavonne M. Larkins, Mahala Yates Stripling, and Joonna S. Trapp). Journal of Advanced Composition, 17.1 (1997).

Angela Laflen	Assistant Professor	Full Time	Doctorate	2005	Laflen, A. (In press). What LMS site statistics tell us about timing instructor feedback on student writing. Journal of Response to Writing.
					Laflen, A. & Smith, M. (2017, Jan.) Responding to student writing online: Tracking student interactions with instructor feedback in a learning management system. Assessing Writing, 31, 39-52.
					Laflen, A., Smith, M., Bayer, K., Ramirez, R., Recce, J., & Scott, M. (2017). Add women and stir: Female presidents in pop culture, 2012-2016. The Seneca Falls Dialogues Journal, 2, Retrieved from: https://digitalcommons.brockport.edu/sfd/vol2/iss1/5.
					Laflen, A. (2016). Taking the temperature of the (virtual) room: Emotion in the online writing class. In D. Ruefman & A. Scheg (Eds.), Applied Pedagogies: Strategies for Online Writing Instruction (pp. 106-120). Logan, UT: Utah State Press.
					Laflen, A. (2016). Wiki critical editions: Collaborative learning in the literature classroom. In T. Hetland (Ed.), Digital Assignments for the Literature Classroom: A Professional Resource (pp. 36-49). Bedford/St. Martin's.
					Laflen, A. (2014). Confronting Visuality in Multi-Ethnic Women's Writing. Palgrave Macmillan.
					Laflen, A. (2014). Composing the self: Prezi literacy narratives. Computers and Composition Online. Retrieved from http://cconlinejournal.org/LaflenWebText/.
					Laflen, A. (2013). Putting wikis to work in the literature classroom. Modern Language Studies, 43(1), 54-73.
					Laflen, A. & Fiorenza, B. (2012). "Okay, my rant is over": The language of emotion in online discourse. Computers and Composition, 29, 296-308.
					Laflen, A., Zeppetello, J. & Kotzin, J. (2012). Making learning work: Three strategies for introducing composition theory to undergraduates. Kansas English, 95(1), 108-128.

Space and facilities that would be used in support of the proposed program: Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.:

Equipment and other specialized materials currently available:

Additional Support Resources Required

Enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown on the appropriate discipline category or categories:

n/a

Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program:

The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years: Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus wide priority of the facility, capital outlay program priority, and projected date of occupancy.

Additional library resources needed: Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.

Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation: Indicate source of funds and priority to secure these resource needs.

Please attach any additional files not requested above:

Resource Neutral Re_ program changes.pdf
ENGL High Impact Project Prompts.pdf
Elevating MA in English (Composition) to MA in Composition, Rhetoric, and Professional Writing.docx

Key: 462