# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENGL 222: Introduction to Professional Writing** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Joseph Zornado** | [Home department](#home_dept) | **English** | | |
| A.4. [Context and Rationale](#Rationale) | **The English Department is proposing a new concentration in Professional Writing to serve the needs of students who seek a more direct connection between their English degree and employment opportunities. In order to introduce students to the concentration we are proposing a new course, ENGLISH 222: Introduction to Professional Writing. English 222 will introduce students to new concepts and frameworks for thinking about and practicing writing, all of which inform the Professional Writing track, particularly ENGL 378: Advanced Workshop in Professional Writing and ENGL 477: Internship in Professional Writing.** | | | | |
| A.5. [Student impact](#student_impact) | **This course will function as a gateway to the new concentration and will provide students with the concepts and skills for success both in the new Professional Writing concentration and in their future lives in the working world.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **ENGL 222 will require no new resources and will be taught by existing English Department faculty.** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **ENGL 222** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Introduction to Professional Writing** |
| B.4. [Course description](#description) |  | **Students are introduced to core concepts of writing and rhetoric as they apply to professional writing; students will lead investigations into career opportunities for professional writers.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **FYW100, 100H, or 100P or completion of College Writing Requirement** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | Small group | Studio** |
| B.12.[Categories](#required) |  | **Required for major/minor, elective** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Performance Protocols | Projects |** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **20 (Other PW courses, writing-intensive as with this one, are capped at 20 students so it makes sense for 222 to be capped at 20 as well)** |
| B.17. [Redundancy statement](#competing) |  | **No** |
| B. 18. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will   1. Understand writing as both an activity (something you do) and a subject of study (something into which you can inquire) 2. Investigate and analyze their history and identity as writer and reflect on prior learning and experience with writing for present and future learning. 3. Develop a rhetorical disposition and frame of mind which understands writers as always engaged in the work of making meaning for particular audiences & purposes 4. Investigate and analyze genres of professional writing across domains 5. Practice “writing-to-learn” in order to understand writing as a knowledge-generating activity & method of critical thinking 6. Practice reflection as a critical process of writerly self-development. 7. Develop critical reading and critical writing skills |  | Written papers and reports, quizzes, class discussion, conferences. |

| B.19. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
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| **Course Units**  **Unit 1: Literacy Learning: Taking Stock of Prior Knowledge and Practice**  Purpose: Students investigate writing development and the role of writing in their own lives.  Assignment: Literacy Narrative  Possible Readings:   * Deborah Brandt, “Sponsors of Literacy” * Sandra Cisneros, “Only Daughter” * Victor Villanueva, Excerpt from *Bootstraps: From an American Academic of Color* * Michael Michaud, Excerpts from *Notes of A Native Son* * Donald M. Murray, “All Writing Is Autobiography”   **Unit 2: Rhetorical Situation: The Foundation of Effective Professional Writing**  Purpose: Students learn and apply learning of the concept of rhetorical situation.  Assignment: Rhetorical Situation Analysis Paper  Possible Readings:   * Doug Downs, “Rhetoric: Making Sense of Human Interaction and Meaning-Making” * Keith Grant-Davie, “Rhetorical Situations and Their Constituents * James E. Porter, “Intertextuality and the Discourse Community” * Christina Haas and Linda Flower, “Rhetorical Reading Strategies and the Construction of Meaning” * Julia Arbutus, “The Value of Rhetorical Analysis Outside Academia”   **Unit 3: Genre and Professional Writing: The Way Organizations Get Work Done**  Purpose: Students learn about rhetorical genre theory and apply their new learning to examine professional documents of interest.  Assignment: Professional Genre Investigation Report  Possible Readings:   * John Swales, “Reflections on the Concept of Discourse Community” * Ann M. Johns, “Discourse Communities and Communities of Practice: Membership, Conflict, and Diversity” * Gross, et al, excerpts from *Technical Writing,*“Genre, Genre Sets, Genre Systems,” Methods For Studying Genres” * Amy Devitt, “Genre and Location” * Open English @ SLCC: Texts on Writing, Language, and Literacy, “Genre In The Wild: Understanding Genre Within Rhetorical (Eco)Systems” * Charles Bazerman, “Speech Acts, Genres, and Activity Systems: How Texts Organize Activity and People.” * Kerry Dirk, “Navigating Genres” |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Alison Shonkwiler | Chair of English |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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