# 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.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENGL 230: Writing for Professional Settings**  **ENGL 231: Writing for Digital and Multimedia Settings**  **ENGL 232: Writing for the Public Sphere**  **ENGL 378: Studies in Composition**  **ENGL 379: Studies in Rhetoric**  **ENGL 477: Internship in Rhetoric and Writing** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Joseph Zornado** | [Home department](#home_dept) | **English Department** | | |
| A.4. [Context and Rationale](#Rationale) | **We are changing the names and catalogue descriptions , and some prerequisites of the six courses listed above in order to re-align them with the goals of the new Professional Writing concentration curriculum. We are also planning to offer ENGL 231, 232, 378 and 379 alternate years rather than “as needed.”**  **Also note, we would like to add FYW 100H to the prerequisites of all other 200-level ENGL courses that list FYW 100/FYW 100P as a prerequisite to assist records in keeping track as that has always been an acceptable course. Also, an added apostrophe into the description of ENGL 345 to correct a typo: Shakespeare’s. See catalog copy.** | | | | |
| A.5. [Student impact](#student_impact) | **Allows for consistency and coherence within the major and minor so students can see how the courses connect over the entire Professional Writing track.** | | | | |
| A.6. [Impact on other programs](#impact) | **Computer Science (uses 230 and 231), English BA and Creative Writing concentrations (use most of these courses), Environmental Studies (uses 231 and 232), Accounting and CIS (both use 230) Economics and Finance (both use 230), Health Management (uses 230), Secondary Education (uses 378 and 379)** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*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) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. | | | | | |

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 230, ENGL 231, ENGL 232, ENGL 378, ENGL 379, ENGL 477** |  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **ENGL 230: Writing for Professional Settings**  **ENGL 231: Writing for Digital and Multimedia Environments**  **ENGL 232: Writing for the Public Sphere**  **ENGL 378: Studies in Composition**  **ENGL 379: Studies in Rhetoric**  **ENGL 477: Internship in Rhetoric and Writing** | **ENGL 230: Workplace Writing**  **ENGL 231: Multimodal Writing**  **ENGL 232: Public and Community Writing**  **ENGL 378: Advanced Workshop in Professional Writing**  **ENGL 379: Rhetoric for Professional Writing**  **ENGL 477: Internship in Professional Writing** |
| B.4. [Course description](#description) | **ENGL 230: Students explore the social and rhetorical dimensions of professional communication. Emphasis is on the rhetorical situation. Genres may include business letters, memos, proposals, and/or reports.**  **ENGL 231: Students examine the consumption and production of digital and multimedia communication. Emphasis is on the rhetorical situation. Genres may include rhetorical analyses, proposals, progress reports, and blogs.**  **ENGL 232: Students explore the critical and communicative tools of democratic participation. Emphasis is on the rhetorical situation. Genres may include letters, editorials, rhetorical analyses, white papers, and/or position papers.**  **ENGL 378: Students are introduced to the current themes and questions that animate the field of composition studies.**  **ENGL 379: Students are introduced to the principles, histories, and theories of ancient and contemporary rhetoric.**  **ENGL 477: Students apply general writing knowledge in a workplace setting. Students also attend a weekly seminar. 8-10 contact hours.** | **ENGL 230: Students explore the social and rhetorical dimensions of workplace writing. Emphasis is on the rhetorical situation. Genres may include letters, memos, proposals, presentations, or reports.**  **ENGL 231: Students explore technologies for the production of multimodal texts in various media. Emphasis is on the rhetorical situation. Genres may include white papers, blogs, podcasts, PSAs, posters, brochures, or presentations.**  **ENGL 232: Students explore the role of writing in democratic community engagement and participation. Emphasis is on the rhetorical situation. Genres may include rhetorical analyses, editorials, white papers, presentations, and/or position papers.**  **ENGL 378: Students explore social and rhetorical contexts and genres tailored specifically to their professional and disciplinary needs through sustained inquiry and primary/secondary research.**  **ENGL 379: Students explore histories and theories of ancient, contemporary, and global rhetoric(s) with an application of these concepts to student disciplinary and professional writing.**  **ENGL 477: Experiential learning capstone for English students in Professional Writing concentration. Students attend a weekly face-to-face or online 1-hour seminar. Additional 12 contact hours.** |
| B.5. [Prerequisite(s)](#prereqs) | **ENGL 230, 231, 232:**  FYW100, FYW100P  **ENGL 378, 379:**  [ENGL 200](http://ric.smartcatalogiq.com/2019-2020/Catalog/Courses/ENGL-English/200/ENGL-200) or ENGL 201 or consent of department chair.  **ENGL 477:**  For students with a minor in rhetoric and writing: completion of two 200-level courses and two 300- to 400-level courses in the minor, and a minimum GPA of 3.0 in the major. For nonminors: a minimum GPA of 3.0 and/or permission of department chair or instructor. | **ENGL 230, 231, 232:**  FYW100, FYW100P, FYW100H  **ENGL 378, 379:**  ENGL 200, ENGL 201, or ENGL 222  **ENGL 477:**  For Professional Writing majors/minors ENGL 222 and ENGL 378; a minimum GPA of 3.0 and/or permission of department chair or instructor. For any other majors a minimum GPA of 3.0 and permission of department chair or instructor. |
| B.6. [Offered](#Offered) | **ENGL 231, 232, 378 and 379: As needed** | **ENGL 231, 232, 378 and 379: Alternate years.** |
| B.7. [Contact hours](#contacthours) | **For 230, 231, 232, 378, 379: 4**  **ENGL 477: 8-10** | **For 230, 231, 232, 378, 379: 4**  **ENGL 477: 12 on site hours, plus 1 classroom/online)** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) | Increased contact hours for ENGL 477 is because this is an internship, and the revision is calling for more on-site hours plus a classroom hour to make this a more rigorous experience. This still meets the UCC manual parameters of four contact hours to one credit hour on an internship course. | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) | **ENGL 378 previously capped at 30 students.** | **We are requesting that because it will now function as a workshop course, similar to ENGL 371, 372, 373, and be writing-intensive, that the cap on ENGL 378 be lowered to 15 students.** |
| B.17. [Redundancy statement](#competing) |  |  |
| B. 18. Other changes, if any |  | |

| B.19**.** [**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)**?** |
| --- | --- | --- |
|  |  | Click Tab from here to add rows |

| B.20. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Topic 1    1. Subtopic 1a    2. Subtopic 1b etc. |

## 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 |
| --- | --- | --- | --- |
| Stephanie Costa | Chair Math and CSCI |  |  |
| Mary Baker | Director of Environmental Studies |  |  |
| Lesley Bogad | Chair Educational Studies |  |  |
| Jeannine Dingus-Eason | Dean FSEHD |  |  |
| Lisa Bain | Chair ACCT and CIS |  |  |
| Marianne Raimondo | Director of Health Care Admin. |  |  |
| Alema Karim | Chair ECON and FIN |  |  |
| Jeff Mello | Dean School of Business |  |  |
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