# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ENGL 500: colloquium in english: Writing, research, pedagogy** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Magdalena Ostas** | | **English** | |  | |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to add a three-credit 500-level discussion-based seminar to the English curriculum graded on a S/US basis that introduces graduate students to advanced issues in writing, research, and pedagogy. The course will be required of undergraduate students on the Early Admission BA/MA track in their senior year, and it will be open to all students in the English MA programs, both Literature and Creative Writing. The course will also be open by permission of the instructor to seniors not on the early admission track but who are considering applying to an English graduate program or seeking careers working in writing, research, or humanities advocacy.**  **The Colloquium takes up academic and professional strategies for critical writing, creative writing, advanced-level research, teaching and leading discussion, humanities advocacy, marketing writing and communication skills, and professional life. Students will develop strategies for success both as professionals and as graduate students and explore the value of a post-graduate degree in English.** | | | | | |
| A.5. [Student impact](#student_impact) |  | | | | | |
| A.6. Impact on other programs | **We anticipate approximately 7-12 students enrolled in this course in any given semester.** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: |  | | | | |
|  | [*Library*:](#library) | **None** | | | | |
|  | [*Technology*](#technology) | **None** | | | | |
|  | [*Facilities*](#facilities): | **None** | | | | |
|  | Promotion/ Marketing needs | **None** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **English 500** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Colloquium in English: Writing, Research, Pedagogy** |
| B.4. [Course description](#description) | **Discussion-based seminar focused on advanced issues in writing, research, and pedagogy. Topics include critical writing, creative writing, advanced research, teaching, humanities advocacy, and marketing an MA degree in English . Students explore strategies for success both as graduate students and as professionals and the value of a post-graduate degree in English. Graded S/US (with B required for Satisfactory standing).** |
| B.5. [Prerequisite(s)](#prereqs) | **Graduate status or acceptance into the BA/MA in English or consent of instructor and department chair.** |
| B.6. [Offered](#Offered) | **Fall | Spring |**  **As needed.** |
| B.7. [Contact hours](#contacthours) | **Three hours per week.** |
| B.8. [Credit hours](#credits) | **3 credits** |
| B.9. [Justify differences if any](#differences) |
| B.10. [Grading system](#grading) | **S/U** |
| B.11. [Instructional methods](#instr_methods) | **Small group | Individual | Seminar** |
| B.12.[Categories](#required) | **Required for early admission BA/MA program; elective for other grdaute students** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance |Class participation | Presentations | Class Work** |
| B.14. [Redundancy with, existing courses](#competing) | **None** |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Students will gain knowledge of research and writing strategies for graduate-level work in English and in professiona contexts in the discipline. |  | Written class exercises and presentations. |
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| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |

**I. Research Strategies**

1-2 sessions with librarian

Reading and evaluating secondary sources

Research for the writer

Preparing annotated bibliography

Reviewing MLA

**II. Teaching, Pedagogy, and Discussion Strategies**

Generating productive questions

Strategies for leading discussion / teaching a text

Designing and leading writing workshops

**III. Thesis Writing and Exam Strategies**

Generating critical topics

Generating creative topics

Note-taking strategies

Managing and organizing time schedules

**IV. The Value of the Humanities and Marketing an English MA Degree**

Exploring internships

The humanities in the world

Attending talks/presentations by faculty, visiting writers, and alumni

Marketing one’s research, communication, and writing skills

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| --- |
| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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. |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* 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 [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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 prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Magdalena Ostas | Director, Graduate Programs in English |  |  |
| Daniel Scott | Chair of English |  |  |
| Earl Simson | Dean of Arts & Sciences |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

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