Core Curriculum Course Submission

Criteria: Communication-Written

1. General Information

a. Originating Person	b. Contact Person's E-mail	c. Contact Phone	d. Date
Sherry Robertson	sjrobertson@ualr.edu	(501) 569-3477	4/17/14

e. College/School	f. Department/Program
College of Social Sciences & Communications	Rhetoric & Writing

☒ **Submission Statement**

By submitting this form, we acknowledge our understanding that the Core Council has the authority to review approved courses to ensure they continue to meet the established goals and outcomes of that category of the core; that the Council has authority to develop a core assessment program; and that the Council will be developing review and assessment policies by the end of 2014. Further, we agree that if this course is approved, we will participate in the university-wide assessment of the core.

☒ **Chair and Dean Awareness**

Your department chairperson and college dean must be made aware of your submission for core. By submitting this form, you are acknowledging that this has occurred.

2. Course Information

a. Course ID	b. Current Title
RHET 1320	Honors Composition

c. Catalog Description

For students with superior achievement in English. Fulfills first year composition core curriculum requirement. Admission by invitation. Three credit hours.

d. How will your department ensure a level of consistency among sections of this course? Who will be responsible for this?

Teachers are provided the programmatic learning outcomes for composition to not only design course content, but also to use throughout the semester for grading criteria and for the capstone project in composition, the course portfolio. Teachers are provided assessment tools, including videos for the students' understanding of the learning outcomes and a programmatic scoring guide, for programmatic portfolio assessment. Student portfolios are randomly sampled and evaluated by graders using the programmatic scoring guide. While the first reader and grader is the classroom teacher, the second reader/grader is from the composition assessment committee. For inter-rater reliability, a third grader is requested from the composition assessment committee if need warrants. In addition to programmatic assessment to ensure consistency of curriculum, we provide teachers with a syllabus guide/checklist to be used in the development of syllabi. New teachers have access to all current syllabi through a Blackboard community site. Prior to the start of the semester syllabi are reviewed by the Director of Composition's office. Throughout the semester, faculty members are observed and follow-up meetings to discuss observations and student evaluations. Graduate student teachers and contingent faculty are all provided mentorship and professional development.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 1 – Communication (oral, written, visual, second language; professional self-presentation)	1 communicate clearly and fluently;	**Learning Objectives 1.1** Establish clear ideas by offering a ethical, logical, and/or emotionally sound claim for a particular audience, purpose, and situation/context. Understand how genres shape reading and writing. Analyze needs of audience to determine appropriate type of text to meet the needs of the purpose and audience. Apply genre for interpersonal exchange and extended discourse. Ensure genre follows conventions, along with text that is appropriate level for intended audience. Use genre conventions ranging from structure and paragraphing to tone and mechanics. (NOTE: Content from the national learning outcomes, The Writing Program Administrators Outcomes Statement, WPA OS.)	**Assignments 1.1** Develop multiple projects in relevant genres based on an audience, purpose, and rhetorical situation of the writing assignment. All projects should include multiple drafts. Invention work may include a range of strategies, including but not limited to reader-response, journal entries, and integration of research for supporting a stance. Explore genres and determine reasons for genres. Locate and use range of informal and formal language uses that matches the audience for effective understanding.	**Explanation 1.1** For students to communicate clearly and fluently, a claim, or premise, must be rooted in understanding of audience, purpose, and situation. (See objective for skill 1.2 for more information.) Students must develop an idea over a series of drafts, which includes drafting, revising, and editing.
	2 determine the needs of different audiences for specific purposes through various situations/contexts to adapt texts in rhetorically appropriate ways, including attention to voice, tone, structure, and level of formality;	**Learning Objectives 1.2** "Use key rhetorical concepts through analyzing and composing a variety of texts... [R]ead and compose in several genres to understand how genre conventions shape and are shaped by readers' and writers' practices and purposes... [R]espond to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure" (WPA OS, 2014).	**Assignments 1.2** Writing projects, in-class exercises/mini-assignments, discussions	**Explanation 1.2** Cornerstone to the foundation of rhetoric are the elements of audience, purpose, and rhetorical situation. Students should determine type of texts appropriate to these elements. Language choices follow the audience and purpose of a document. Students gain experience in practicing rhetorical decision making for multiple purposes.
	3 use proofreading	**Learning Objectives 1.3**	**Assignments 1.3**	**Explanation 1.3**

		skills to control issues of grammar, syntax, punctuation, and spelling;	Exhibit understanding "of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising. Understand why genre conventions for structure, paragraphing, tone, and mechanics vary" (WPA OS, 2014).	Peer review, copyediting, and discussions on elements of linguistic selection and conventions.	Conventions are "formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness in a composition" (WPA OS). This is an on-going process for writers not only in the composition classroom, but also over time through courses across the disciplines.
	4	develop clearly identifiable theses, assertions, or claims with supporting evidence;	**Learning Objectives 1.4** "Use composing processes and tools as a means to discover and reconsider ideas. Reflect on the development of composing practices and how those practices influence writing, thinking, and the text. Read a diverse range of texts to explore how they how they reward different reading strategies, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations" (WPA OS, 2014).	**Assignments 1.4** Source-based writing assignments and discussions on argumentative elements	**Explanation 1.4** Students gain experience in developing a clear and central idea and supporting this idea using rhetorical appeals, specifically logos. Students gain better understanding of both thesis and claim depending on purpose due to the acceleration of the curriculum in one semester.

Educational Goals	Learning Outcomes students will...	Learning Objectives: At the end of the course students will be able to...	Assignments	Explanation
Skills 2 – Critical Thinking, quantitative reasoning and solving problems individually and collaboratively	1. use reading and speaking for inquiry, learning, thinking, and communicating;	**Learning Objectives 2.1** "Integrate their own ideas with those of others; use writing and reading for inquiry, learning, thinking, and communicating" (WPA OS).	**Assignments 2.1** Writing projects, class discussion, journal/blog, reader-response/dialectical journals	**Explanation 2.1** Evidence of students' understanding of content is through the articulation of their understanding of texts and others' ideas. This occurs in a variety of ways (see assignments skill 2.1).
	2. understand and implement methods for finding, evaluating, analyzing, and synthesizing primary and secondary sources;	**Learning Objectives 2.2** "Use strategies, such as interpretation, synthesis, response, critique, and design/redesign, to compose texts that integrate the writer's ideas with those from appropriate sources. Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias) primary and secondary research materials, including conventional library materials, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources" (WPA OS, 2014).	**Assignments 2.2** Source-based writing projects; class discussions and activities	**Explanation 2.2** "When writers think critically about the materials they use-- whether written texts, photographs, data sets, videos, or other materials-- they are separating assertion from evidence, evaluating sources and evidence, recognizing and evaluating underlying assumptions, reading across texts for connections and patterns, identifying and evaluating chains of reasoning, and composing appropriately qualified and developed claims and generalizations. These practices are foundational for advanced academic writing" (WPA OS, Overview of Critical Thinking, Reading, and Writing, 2014).

	3. engage in writing as a social and collaborative process;	**Learning Objective 2.3** Understand "collaborative and social aspects of writing processes" (WPA OS, 2014).	**Assignments 2.3** Class discussion, peer review, and production of collaborative texts, documents, and/or presentation of materials and research	**Explanation 2.3** Writing does not occur in isolation whether it be scholarly texts/publications, workplace writing or civic engagement. While text may be produced by a single author, it is rare that the author would not consult and include sources and engage in a feedback process. We aim to teach students that writing does not occur in one setting nor does it come without negotiation, planning, and interaction with others.
Educational Goals	**Learning Outcomes students will.....**	**Learning Objectives: At the end of the course students will be able to..**	**Assignments**	**Explanation**
Skills 3 – Information Technology (locating, retrieving, evaluating, synthesizing)	1. develop current technological literacies for drafting, reviewing, revising, editing, and sharing texts;	**Learning Objectives 3.1** "Understand and exploit the differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts. Use electronic environments for drafting, reviewing, revising, editing, and sharing texts. Students learn common formats and/or design features for different kinds of texts" (WPA OS).	**Assignments 3.1** Projects that explore multimodality and engage in digital writing processes and publishing. This will range based on semester sequencing. Students are not only introduced to concepts and exploration of digital forums but also the implementation and uses of digital texts. All students develop a digital portfolio for programmatic assessment	**Explanation 3.1** Using Aristotle's definition of available means, students learn to use technology along with developing both technological and information literacies. These concepts are impacted by the concepts of "text," "compositions" and "composing processes." The WPA OS states students understand that composition can "refer to a host of complex activities that increasingly rely on the use of digital technologies, from drafting to peer reviewing to editing to publishing. Writers also attend to elements of design, incorporating images and graphical elements into texts intended for screens as well as printed pages.

				Writers' composing activities have always been shaped by the technologies available to them, and digital technologies are changing writers' relationships to their texts and audiences in evolving ways" (WPA OS, 2014). For students to demonstrate information literacy (understanding the reliability and validity of information) it oftentimes will be achieved through digital literacy, or information technology. Using the National Council Teachers of English (NCTE) position statement on 21st century digital literacies, the composition program requests student produce documents through multimodal composition, which is the use of all media across various genres, to establish understanding of affordance of and uses for texts. We seek to teach students how to effectively determine the genre and medium based on the audience. This is achieved by using electronic environments for drafting, reviewing, revising, editing, and sharing texts. In this process, we aim to help students understand both digital literacy and information literacy. Development of information literacy and digital literacy are an on-going process.
	2. locate, evaluate,	**Learning Objectives 3.2**	**Assignments 3.2**	**Explanation 3.2**

	organize, and use research materials from electronic sources;	"Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias) scholarly and professionally sources established and maintained in databases or archives, and information within informal electronic networks and internet sources" (WPA OS, 2014).	Source-based projects, in-class discussion, writing exercises, journal/blog entries, student-led presentations.	Students are introduced to source-based writing with a foundation in information literacy and then the course builds on this understand and expands. Because many sources are housed digitally, students must understand and access sources from online databases, internet sources, and digital texts. Students must understand differentiating valid and reliable sources based on authority, timeliness, and content.
Educational Goals	**Learning Outcomes students will..**	**Learning Objectives: At the end of the course students will be able to...**	**Assignments**	**Explanation**
Values 1 – Ethical and Personal Responsibility	1. adhere to ethical uses of sources practice appropriate documentation of research;	**Learning Objectives 1.1** Apply and recursively exercise "systematic citation conventions to a range of source material in their own work" (WPA OS, 2014)	**Assignments 1.1** Writing assignments, in-class discussions and activities	**Explanation 1.1** Citation practices are critical for the ethos of the writer. "Conventions arise from a history of use and facilitate reading by invoking common expectations between writers and readers. These expectations are not universal, however; they vary by genre (conventions for lab notebooks and discussion-board exchanges differ), by discipline (conventional moves in literature reviews in Psychology differ from those in English), and by occasion (meeting minutes and executive summaries use different registers)" (WPA OS, Overview of Knowledge of Conventions).
	2. recognize the value of and demonstrate respect for other points of view understand that communicating and	**Learning Objectives 1.2** Develop understanding of the "concepts of intellectual property (such as fair use and copyright) that motivate documentation conventions. Experience the	**Assignments 1.2** Writing assignments, peer review, in-class discussions and activities	**Explanation 1.2** Part of a writer's composing process is engaging in the social aspect of developing a text. This occurs through peer review and working with sources.

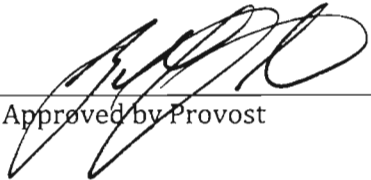| Educational Goals	Learning Outcomes students will..	Learning Objectives: At the end of the course students will be able to..	Assignments	Explanation
	working with others requires taking responsibility for one's own work;	collaborative and social aspects of writing processes. [G]ive and to act on productive feedback to works in progress" (WPA OS, 2014).		
Values 2 – Civic Responsibility	1. recognize the importance of written communication in academic, professional, and civic arenas of life;	**Learning Objectives 2.1** Engage in "diversifi[ed] texts along disciplinary, professional, and civic lines as these writers [and verbal communicators] move into new settings where expected outcomes expand, multiply, and diverge" (WPA OS, 2014).	**Assignments 2.1** Develop multimodal projects and in-class writings; engage in discussions that respond to rhetorical situations surrounding academic, community, and workplace.	**Explanation 2.1** Students develop assignments that provide texts for audiences beyond academic settings so they can see the application of audience and rhetorical situation.
	2. apply writing skills for civic engagement understand the relationships between language, knowledge, and power.	**Learning Objectives 2.2** "Understand the relationships among language, knowledge, and power" (WPA OS).	**Assignments 2.2** Students develop multimodal projects in response to rhetorical situations	**Explanation 2.2** Not only do students develop texts for developing texts for audiences beyond academic settings, but also assignments are designed to empower students with the understanding of how written, spoken, and visual texts appeal and employ the relationship between language, knowledge and power. Because this triangulation is unfamiliar for students we examine documents that provide a platform for the author to exert power in social space (e.g. in the workplace or community). Students are invited to write for community and examine interdisciplinary uses of production of texts.

Additional Comments:

RHET 1320 is the acceleration of RHET 1311 and 1312 into one semester for "honors" students. These are students who receive an A/B in high school English AND an ACT of 27 or higher (or a Compass score of 98 or higher.)

The national learning outcomes for Composition are the Writing Program Administrators Outcomes Statement (WPA OS), located at: http://wpacouncil.org/positions/outcomes.html "These outcomes are supported by a large body of research demonstrating that the process of learning to write in any medium is complex: it is both individual and social and demands both continued practice and informed guidance" (WPA OS, Introduction, 2014). The WPA OS are learning outcomes that are not only inform the developed of the written competencies of the core curriculum, but also they are directly adopted for the learning outcomes and assessment of Composition at UALR. These are disciplinary learning outcomes--not standards.

Belinda Blevins-Knabe   5-14-14   _[signature]_   5/23/2014
Approved by Core Curriculum Committee   Date   Approved by Provost   Date

Anderson jr   5/28/14
Approved by Chancellor   Date