

Request for Courses in the Core Curriculum

Originating Department or College: Department of Humanities, College of Arts and Sciences

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Course Number and Title: ENGL 1301: College Composition I

Please attach in separate documents:

Completed Catalog Add/Change Form

Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Upon successful completion of this course, students will be able to:

1. analyze texts critically;
2. construct cogent, logical, effective, and ethical arguments in writing;
3. compose texts that effectively employ the features of a given genre;
4. incorporate appropriate sources effectively and ethically into their own texts;
5. collaborate effectively on writing projects; and
6. compose texts that effectively address purpose, style, and content. (This includes: clear focus, structurally unified development of ideas, appropriate rhetorical and visual style, correct use of Standard American Academic English (SAAE), and ethically appropriate use of research.)

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Personal Responsibility

Written Communication

Social Responsibility

Oral Communication

Visual Communication

Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

The final project assigned in ENGL 1301 is the “Argument.” This assignment asks students to choose an issue of importance and construct a well-reasoned, logical argument that is supported by primary and/or secondary research.

Student artifacts, essays of approximately 1000 words, are assessed by instructors using a rubric designed for the “Argument Essay.” The rubric domains of focus, organization/development, and research include the critical thinking aspects of “creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.” For assessment purposes, instructors will submit these rubric scores for core-curriculum assessment, or student essays can be assessed by a Core-Curriculum Assessment Committee using a rubric designed specifically for “critical thinking.”

Communication Skills:

The same assignment submitted for “Critical Thinking” can be submitted for assessment of “Communication Skills” in the areas of Written Communication and Visual Communication. The rubric used for assessment of the Argument Essay can be used to provide assessment of these skills.

For Oral Communication, ENGL 1301 includes “oral presentations.” There are three occasions in ENGL 1301 that could provide an opportunity for students to show competency in this area for assessment. One could be an instructor-based assessment of students’ oral presentation of their final portfolio. The second occasion could be a peer-assessment of students’ ability to communicate effectively with group members during the Argument Essay project, which would include team-based debates and peer-review of each other’s essays. A third possibility could be an assessment (either by the instructor, the students, or both) of students’ oral presentation of their Argument Essay using *Voice Thread*. Either of these occasions could be digitally recorded for viewing by the Core-Curriculum Assessment Committee, or the instructor-based and peer-based assessments could be submitted for review. (See “Teamwork” below.)

Empirical & Quantitative Skills: N/A

Teamwork:

Students will engage in small-group activities throughout the semester, ranging from small-group discussion and exercises to peer-reviewing essays. Students’ ability “to consider different points of view and to work effectively with others to support a shared purpose or goal” can be assessed using the same activity for oral communication as described above under “Communication Skills.”

Personal Responsibility:

There are two occasions that could provide an opportunity for students to show competency in “the ability to connect choices, actions, and consequences to ethical decision making.” Students compose a Memoir as their first major writing assignment, and the nature of this writing is to reflect upon one’s actions and experiences in an effort to come to some greater understanding of the “self.” The assignment topic could be tailored to include an explicit reflection on “ethical decision making,” and the resulting essays would be submitted for assessment. The other occasion to assess “Personal Responsibility” could be during the assessment of the final products of the Argument Essay when students must incorporate secondary sources accurately and appropriately, avoiding plagiarism. The Argument Essay rubric domain of “Research” and “Grammar and Mechanics” can be used to report on students’ ability to cite sources correctly.

Social Responsibility: N/A

Will the syllabus vary across multiple sections of the course? ___ Yes X No

If yes, list the assignments that will be constant across the sections:

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core-Curriculum Committee on November 19, 2012.