<div align="center">**Request for Courses in the Core Curriculum**</div>

Originating Department or College: __Department of Humanities, College of Arts and Sciences_____

Person Making Request: __Deborah M. Scaggs_____

Telephone: _(956) 326-3033_____ **E-mail:** __dscaggs@tamiu.edu_____

Course Number and Title: _ENGL 1302: College Composition II_____

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):
   _X_ 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):
   _X_ Critical Thinking   _X_ Teamwork
   _X_ Communication Skills   _X_ Personal Responsibility
      _x_ Written Communication   ___ Social Responsibility
      _x_ Oral Communication   ___ Empirical & Quantitative Skills
      _x_ Visual Communication

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 1302 is the "Research Project." This assignment provides students an opportunity to develop inquiry-based research. Although the topics vary by student interest, all students compose a thesis-driven, argumentative essay that must be effectively structured and supported with secondary sources.

Student artifacts, essays of approximately 1500 words, are assessed by instructors using a rubric designed for the "Research 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 Research Essay can be used to provide assessment of these skills.

For Oral Communication, ENGL 1302 includes "oral presentations." In ENGL 1302, students work in teams for the Research Project. To assess their oral communication skills, students could assess their peers using a peer-to-peer assessment. Additionally, students will present their Research Project to the class, and the instructor and/or the students can assess the oral presentations.   These oral presentations 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' 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." The students could assess each other's participation in the composing of the Research Essay using a peer-to-peer assessment. (See "Personality Responsibility" below.)

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." The first occasion could be when students are working collaboratively in teams for the Research Project. Because each team member must have a clear role so that s/he contributes to the group's overall goal, students can assess each other's ability to submit work on time, meet for team meetings, and participate in the writing of the essay. The second occasion could be during an assessment of the final writing product when students must incorporate secondary sources accurately and appropriately, avoiding plagiarism. The Research Essay rubric domain of "Research" and "Grammar and Mechanics" can be used to report on students' ability to cite sources correctly. These assessment scores, or the artifacts themselves, could be submitted for review to the Core-Curriculum Assessment Committee.

Social Responsibility: N/A

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

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