

Indiana University Bloomington
General Education Curriculum
English Composition Course Proposal

Instructions

For each proposed course, please fill out this form, append a course syllabus, save the file, and send to the appropriate school academic officer (i.e., school/college official) by email as a PDF. The proposal file must be named according to the following convention:

Subject code <hyphen> letter prefix and course number <hyphen> GenEd category abbreviation.pdf

For example: ENG-W131-EC.pdf

Please be sure to complete **all five (5) pages** of the course proposal form.

The method for appending a file to a PDF varies depending your version of Adobe Acrobat or Adobe Reader. Please consult the instructions or help menu for your software. Do not attempt to use non-Adobe software to fill out this proposal form.

Note: Course proposals may not be submitted directly to the GenEd Committee by individuals or departments. All course proposals must be approved by the appropriate school, who will then forward the proposals to the GenEd Committee.

PART I: Course Information

Subject area (e.g., ENG-W): _____ **Catalog number (e.g., 131):** _____ **Credit hours:** _____

Course title: _____

Generic/variable-title course: Yes No (If proposing a single topic of a generic course, please include topic title below.)

Topic title: _____

Bulletin description:

Proposal submitted by

Department or Program: _____

School / College: _____ **Date:** _____

PART II: GenEd Learning Outcomes

English Composition

English composition courses emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences. These courses include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students' ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched. English composition courses emphasize the development of students' ideas in the context of ongoing cultural, scholarly, and professional "conversations," clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation; and they involve rigorous draft feedback and evaluation using appropriate rubrics.

Student Learning Outcomes

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. produce substantial revisions of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

PART III: Learning Outcomes for the Proposed Course

Please list below the student learning outcomes for the proposed course as they appear in the course syllabus. Alignment with GenEd EC learning outcomes should be evident. (NB. Syllabi for GenEd-approved courses must include a clear statement of the learning outcomes for the course.)

PART IV: Alignment of Course Learning Outcomes with GenEd Learning Outcomes

IU Bloomington GenEd Student Learning Outcomes for This Course

Below, please explain how each of the GenEd EC learning outcomes is addressed in the proposed course (e.g., readings, assignments, etc.). To be approved as a GenEd Foundations course (EC or MM), a course must meet all of the corresponding GenEd learning outcomes.

1. Students proficient in English Composition will demonstrate the ability to employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers.

2. Students proficient in English Composition will demonstrate the ability to produce substantial revisions of drafts, as distinguished from editing and proofreading.

3. Students proficient in English Composition will demonstrate the ability to read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims.

4. Students proficient in English Composition will demonstrate the ability to conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism.

5. Students proficient in English Composition will demonstrate the ability to develop a focused thesis and link it to appropriate reasons and adequate evidence.

6. Students proficient in English Composition will demonstrate the ability to use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas.

7. Students proficient in English Composition will demonstrate the ability to edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

PART V: Course Characteristics

English Composition Course Characteristics

1. Courses fulfilling the Composition proficiency requirement should
 - emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences students will encounter;
 - include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students' ability to read critically, summarize, apply, analyze, and synthesize what they have
 - emphasize the development of students' ideas in the context of ongoing cultural, scholarly, and professional "conversations," clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation;
 - involve rigorous draft feedback and evaluation using appropriate rubrics.
2. Courses approved for the Writing: English Composition requirement must have extensive and well-conceived systems for course development and review and for the preparation and ongoing supervision of all instructors.
3. Courses approved for the requirement must be taught in section sizes that permit directed rewriting and careful evaluation (25 or fewer).
4. Such courses are to be distinguished from Intensive Writing courses beyond the 100 level in which students typically learn formats and conventions particular to specific disciplines and professions and/or use writing as a way of understanding particular course concepts. Courses approved for the English Composition requirement will serve as prerequisites for such Intensive Writing courses.
5. Currently no courses fulfilling the English Composition requirement have been approved for meeting any other Common Ground requirement.

Please explain how the proposed course exhibits the EC course characteristics. If proposing a generic (i.e., variable title) course for blanket approval, please explain how all topics/variable titles of this course exhibit EC course characteristics.

PART VI: Course Syllabus

A course syllabus must be appended to this proposal. The syllabus should indicate a clear and consistent connection between the elements of the course—i.e., course description, learning objectives, course readings, assignments, and assessments—and the GenEd EC learning outcomes and course characteristics.

You may also provide annotations, sample assignments, or additional explanation further highlighting the alignment of the course with the GenEd learning outcomes and course characteristics.

If proposing a variable title course for blanket approval, please append syllabi for at least three topics.