

CAS Course Revision Form

Preparer(s)

Watson, Shevaun E.

Major

Section I. CAS Major Course Revision Cover Sheet

Department/Program: English

Change of:

- | | |
|-----------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Course Prefix &/or Number | <input type="checkbox"/> Repeatability |
| <input type="checkbox"/> Credit Hours | <input type="checkbox"/> Special Course Fees |
| <input type="checkbox"/> Catalog Title | <input type="checkbox"/> Field Trips |
| <input checked="" type="checkbox"/> Course Designation(s) | <input type="checkbox"/> Prerequisite(s) |
| <input type="checkbox"/> Course Components | <input type="checkbox"/> Enrollment Restriction(s) |
| <input type="checkbox"/> Grading Basis | <input type="checkbox"/> Instructional Level |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> Course Content Timetable/Outline |
| <input type="checkbox"/> When Typically Offered | <input type="checkbox"/> Other (specify) |

Effective year and term for implementation of action: [2014]Fall

Current Course Information

Prefix:	Number:	Credits:
WRIT	116	5
Catalog Title: Blugold Seminar in Critical Reading and Writing		

New Course Information

Prefix:	Number:	Credits:
Catalog Title: (45 character limit including spaces)		
Transcript Title: (17 character limit including spaces)		
Division: <input type="checkbox"/> Undergraduate Only <input type="checkbox"/> Undergraduate/Graduate <input type="checkbox"/> Graduate Only		

Liberal Education (LE) Core Learning Outcome Designation ([See Appendix A](#))

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
	<input type="checkbox"/> Meets K1 or K2 Laboratory Science Requirement			
Skills	<input checked="" type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

Designated for LE Core Requirement of:

- University Writing
- University Mathematics/Statistics
- University Race, Class, Gender and/or Sexuality Equity
 - Cultural Diversity (see Appendix C) half (15 hours) credit full (30 hours) credit
 - associated with all sections
 - associated with and available in only some sections
 - an option available to students in this course

GE Designation:

- GE I A B C (Interdisciplinary)
- GE II A B C D E F (Interdisciplinary) meets GE II lab requirements
- GE III A B C D E F G (Interdisciplinary)
- GE IV A B C D E (Interdisciplinary)
- GE V

Other Designation(s):

Foreign Culture (see Appendix F)

Wellness (see Appendix G)

Wellness Theory 0 credit(s)

Physical Activity 0 credit(s)

Course Components:

Lecture/Discussion:

Lab:

Studio:

Seminar:

Separate Discussion Section:

Practicum:

Independent Study:

Other:

Grading Basis

All Grades A-F Only No Audit No S/U S/U only

Catalog Description:

When Offered? Fall Winterim Spring Summer Other:

How often? Yearly Odd Years Even Years Other:

Repeatable for No Yes repeatable for a maximum of 0 credit(s)
credit?

Special Course No Yes the fee is
Fees?

Cross-Listed? No Yes With

Field Trips? No Yes If so, are they required? No Yes

Registration for this course is restricted by the following:

Prerequisite course(s)

Co-requisite course(s):

No credit if taken after:

Required school/status:

Declared major/minor:

Required classification:

Required GPA:

Consent required:

Other restrictions:

Section II. Justification for Course Changes

Change of Course Designation(s)

FROM: (state the old form of the item)

Not designated for Liberal Education (LE) Core.

TO: (state the new form of the item)

Designated for LE Core.

WHY: (justification for the change)

The course addresses LE core learning outcome S1 as described in Section VII.

Section III. Revising Course Content/Requirements

Not Applicable

Section IV. Changing from a Traditional to an Online or Hybrid Course Offering

Not Applicable

Section V. Revising Pedagogical Methods

Not Applicable

Section VI. Revising Resources

Not Applicable

Section VII. Revising a LIBERAL EDUCATION CORE Designation

Not Applicable

A. This course addresses the following Liberal Education Core Learning Outcome(s) (check all that apply):

Knowledge	<input type="checkbox"/> K1	<input type="checkbox"/> K2	<input type="checkbox"/> K3	<input type="checkbox"/> K4
Skills	<input checked="" type="checkbox"/> S1	<input type="checkbox"/> S2	<input type="checkbox"/> S3	
Responsibility	<input type="checkbox"/> R1	<input type="checkbox"/> R2	<input type="checkbox"/> R3	
Integration	<input type="checkbox"/> I1			

B. Provide the requested information for each identified learning outcome.**Skills 1 (S1): Write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.**

1. Describe the content of the experience and especially the relationship between the content and the identified learning outcome. If it is appropriate, estimate the percentage of time spent in the experience on the identified outcome.

The entire content (100%) of the Bugold Seminar is devoted to teaching students to read and write effectively in a variety of contexts. The curriculum also includes significant amounts of instruction in information literacy/research skills and digital technologies.

2. Describe the opportunities that the experience will offer students to meet the identified outcome. Your description can include pedagogy used, example assignments, broad discussion of the learning environment for the experience, etc.

Through a spiral and scaffolded curriculum, all students receive multiple opportunities through the course to learn, practice, perform, and refine their skills in critical reading, writing, and research across print and digital contexts.

3. Identify and provide a rationale for the presence of all prerequisites.

The only prerequisite for this course is a suitable score the UW English Placement Test (or on an approved ESL assessment test, or a suitable score on the Writing Program portfolio, where applicable). This prerequisite ensures that adequately prepared students take this version of the Bugold Seminar.

4. Describe the student work for the identified outcome that will be collected, assessed and results submitted to the University Assessment Committee for purposes of assessment of our Liberal Education Core. Examples of student work include student papers, in-class writing, exams, field experiences, oral presentations, etc.

Be sure to refer to the outcome rubric elements in relation to the student work that will be assessed. If there are aspects of your course that align with a selected learning outcome but are not well-reflected in its rubric, provide relevant commentary.

Students' writing portfolios. Each term, all students in the Bugold Seminar submit an electronic writing portfolio, which include similar kinds of writing from the four main segments of the course. As described above in B.2, the Bugold Seminar curriculum is "spiraled," which means that all elements of S1 are taught, practiced, and demonstrated by students in each of the course segments. That is, across the four course segments, students learn to do each of the S1 elements (developing content-A, evaluating information-B, using evidence/source-C, and delivering information-D --all as appropriate for different rhetorical situations) with increasing sophistication, culminating in the compilation of a portfolio that includes a Self-Assessment essay, where students reflect on their own learning of these specific elements in relation to their written work. The spiral nature of the curriculum and the final portfolio best suits student learning of the S1 elements in terms of reading and writing, rather than discrete assignments or artifacts for each element (see how the S1 Elements are "mapped" onto the course outcomes below in #5). Elements A, B, C and D will be assessed by individual instructors for all students and through a larger blind review process of portfolios each term.

5. Provide additional information on the learning experience such as:

- **Sample readings**
- **Topical outline and timetable**
- **Learning outcomes**
- **A brief description of the experience (300 words maximum)**

READINGS

Thematic texts selected by individual instructors, in addition to a selection from the Bugold Guide, which includes the following readings:

- Chap 1. "Critical Reading," Stephen Wilhoit
 Chap 2. "Summary," Stephen Wilhoit
 Chap 3. "Paraphrase," Stephen Wilhoit
 Chap 4. "Quotation," Stephen Wilhoit
 Chap 5. "Inventing the University," David Bartholomae
 Chap 6. "An Overview of Rhetoric," James Herrick
 Chap 7. "What is Rhetoric?" William Covino and David Jolliffe
 Chap 8. "The Way of Rhetoric," John Ramage
 Chap 9. "Rhetoric in Our Lives," Hephzibah Roskelly and David Jolliffe
 Chap 10. "Lloyd Bitzer and Rhetoric as Situational," James Herrick
 Chap 11. "Kairos and the Rhetorical Situation," Sharon Crowley and Debra Hawhee
 Chap 12. "Ethical Proof: Arguments from Character," Sharon Crowley and Debra Hawhee
 Chap 13. "Logical Proof: Reasoning in Rhetoric," Sharon Crowley and Debra Hawhee
 Chap 14. "The Stases and Toulmin," John Ramage
 Chap 15. "Rhetorical Analysis," Lester Faigley
 Chap 16. "Analyzing Written Arguments," Lester Faigley and Jack Selzer
 Chap 17. "Analyzing Visuals," John Rusziewicz, Daniel Anderson, and Christy Friend
 Chap 18. "Visual Modes of Communication," Anne Wysocki and Dennis Lynch
 Chap 19. "Cultivating Complexity," John Ramage, John Bean, and June Johnson
 Chap 20. "Rhetorical Research," Anne Wysocki and Dennis Lynch
 Chap 21. "Exploratory Essays," John Ramage, John Bean, and June Johnson
 Chap 22. "Designing a Project," Anne Wysocki and Dennis Lynch

OUTLINE & SCHEDULE

Segment One: "Reading the Conversations"

Students will be introduced to some of the major conversations or debates pertaining to the section theme. Students will learn critical reading strategies and how to write effective summaries for various audiences, purposes, and genres. Students will learn that Academic English is a particular linguistic "register" within contemporary English, especially as this pertains to its distinct rhetorical features and conventions. S1 ELEMENTS A, B, C & D WILL BE INTRODUCED, PRACTICED AND DEMONSTRATED THROUGH A SEGMENT PROJECT.

Week 1:

- Metaphor of "conversations" for the course (BG Introduction, pp. xiii-xviii)
- Blugold Seminar video: <http://www.uwec.edu/blugoldseminar/index.htm>
- Introduce theme and initial thematic readings
- Discuss academic register/academic writing (perhaps in conjunction with "Inventing the University," BG, pp. 69-80, and/or with "What is Academic Writing, Anyway?" PPT on D2L)
- LTS introductory video (campus digital info and resources)—forthcoming soon!
- Introduce digital tools—if using (e.g., Old Reader, Diigo, Blogging)

Week 2:

- Critical Reading strategies with thematic readings; see "Critical Reading," (BG, pp. 1-22)
- Teach effective summary writing; see "Summary" (BG, pp. 23-40)
- Discuss summary vs. paraphrase and effective use of quotations (BG, pp. 41-52, 53-68)
- Assign Segment One project
- Arrange Library Session for segment three (probably in week 8 or 9—see below) <http://www.uwec.edu/Library/services/infofaculty.htm> (see "Schedule a Library Class")

Week 3:

- Thematic readings; discuss in terms of audience, purpose, credibility
- Practice summary writing
- Introduce concept of the "Information Cycle"; view information cycle video—link on D2L, also on YouTube: <http://www.youtube.com/watch?v=FbaWmb7QDfQ>
- Chart thematic readings on information cycle as different "source types"
- Segment project drafting, peer reviewing, conferencing, revising, etc.

Segment Two: "Understanding Perspective"

This segment focuses on the main content of the course – rhetoric. Students will learn a variety of rhetorical terms and concepts and practice them with a variety of readings. The purpose of this segment is to give students a new language and framework within which to read, understand, analyze, and produce text. Students will learn how to do rhetorical analysis and will write a rhetorical analysis paper on a selected source. S1 ELEMENTS A, B, C & D WILL BE PRACTICED AND DEMONSTRATED AGAIN IN A MORE SOPHISTICATED CONTEXT AND SEGMENT PROJECT.

Week 4:

- Segment One project due
- Introduce rhetoric ("An Overview of Rhetoric," BG, pp. 81-112; or "What is Rhetoric?" BG, pp. 137-146); or "The Way of Rhetoric," BG, pp. 137-146; or "Rhetoric in Our Lives," BG, pp. 147-162)
- Lectures on Herrick (one of the characteristic; one on the functions—links on D2L)
- Define rhetorical terms (handouts with and without definitions on D2L)
- Rhetorical Situation Prezi: link on D2L
- Practice concepts from introductory reading(s) and rhetorical terms with thematic texts
- Introduce some different digital tools? (Flickr, VideoANT, Google Docs)

Week 5:

- Continue to practice with rhetorical concepts and terms with "rhetorical artifacts" and thematic texts
- Deepen understanding of some key concepts and terms with additional readings ("Lloyd Bitzer and Rhetoric as Situational," BG, pp. 163-166; or "Kairos and the Rhetorical Situation," BG, pp. 167-182; "Ethical Proof: Arguments from Character," BG, pp. 183-202; or "Logical Proof: Reasoning in Rhetoric," BG, pp. 203-226; or "The Stases and Toulmin," BG, pp. 227-250)
- Visual rhetoric ("Analyzing Visuals," BG, pp. 273-310; or "Visual Modes of Communication," BG, pp. 311-352)
- Introduce rhetorical analysis ("Rhetorical Analysis," BG, pp. 251-256; or "Analyzing Written Arguments," BG, pp. 257-272)
- Introduce segment paper and present text options for rhetorical analysis assignment; sample prompts and student papers on various topics and texts on D2L.

Week 6:

- Continue to practice rhetoric and rhetorical analysis with thematic texts and ideas
- Use bibliographies and in-text citations in thematic readings to discuss rhetorical practices in academic writing and other spheres
- Discuss thematic texts in relation to various sources types that do different kinds of rhetorical work (along the information cycle)
- Begin work on rhetorical analysis paper; draft summary of selected text

Week 7:

- Work on rhetorical analysis paper (conferences, peer review, etc.)
- Paper due by end of the week

Segment Three: "Cultivating Complexity"

This segment focuses on unpacking and teaching the complexity of the inquiry and research process within a rhetorical framework. Students will begin to focus on their own research topic. They will learn how to collect and evaluate a variety of authoritative sources to read deeply on their topic. Students will practice rhetorical knowledge by discussing and analyzing their source materials from a rhetorical perspective. Students will complete a project that allows them to articulate the complex and divergent views expressed in their source materials and to put those views in conversation with one another. S1 ELEMENTS A, B, C & D WILL BE PRACTICED AND DEMONSTRATED AGAIN IN A MORE SOPHISTICATED CONTEXT AND SEGMENT PROJECT.

Week 8:

- Set up shift from first two segments to the last two (Are students sticking within the theme for their own research or not? Purpose of segment three—deferring argument, learning and practicing the research process)
- “Cultivating Complexity,” BG, pp. 353-362)
- Research as a rhetorical practice/process (“Rhetorical Research, BG, pp. 363-398)
- Begin developing research topic/area/question(s)
- Begin initial research activities (library session “pre-reqs”-- research improvisations, interest inventory, background information, etc.)
- Library session?
- Introduce different digital tools (Storify, LucidChart); schedule in-class demo with BITS or Michael?

Week 9:

- Continue to work on library session “pre-reqs”
- Library session
- Use library video tutorials in or out of class for other information and research strategies/resources: <http://libguides.uwec.edu/topics?hs=a>
- Introduce segment project; use “Exploratory Essays,” BG, pp. 399-410) if relevant. Sample prompts and various student projects on D2L. Project should include source summaries, rhetorical context/features, meta-analysis of thinking and learning.
- Scaffolded work on segment project (e.g., draft source summaries; double-entry notebook and other strategies for tracking the research process; reflective writings; continued research and source gathering)

Week 10:

- Working on drafts and revisions, peer, review, conferences, etc.
- Project due by end of the week

Segment Four: “Joining the Conversation”

Segment four is all about applying what has been learned in the course. Students will bring together their skills and the course outcomes by undertaking additional scholarly research and contributing in some defined way to the existing conversation on their topic. Students will make decisions about some or all the rhetorical aspects of their final project (such as intended purpose, targeted audience, genre, format, etc.). S1 ELEMENTS A, B, C & D WILL BE PRACTICED AND DEMONSTRATED AGAIN IN A MORE SOPHISTICATED CONTEXT, A FINAL COURSE PROJECT, AND A CULMINATING PORTFOLIO OF WORK.

Week 11:

- Introduce segment work (new research, developing an original project, etc.), including guidelines for the Culminating Project
- Use “Designing a Project,” BG, pp. 411-486 (perhaps break up process/steps over several weeks; can use to scaffold project work)
- Introduce different/new digital tools? (iMovie, Prezi, etc.). Schedule in-class demo with BITS or Michael?
- Set up your class PROJECT DRIVES if you haven’t already for students’ work

Week 12:

- Continue research; gather new sources
- Work on source summaries and “Thinking about Your Sources”—on D2L
- Introduce Self-Assessment Essay; begin thinking, drafting, working with course goals and concepts in relation to their class work

Week 13:

- Working on research and projects—in and out of class
- Working on Self-Assessment Essay

Week 14:

- Working on projects and Self-Assessment essays

Week 15:

E-Portfolios need to be completed and uploaded to SharePoint by end of the semester.

COURSE LEARNING OUTCOMES (with S1 ELEMENTS "mapped" on)

- Understand and apply a variety of key rhetorical terms and concepts in their reading, writing, and research (S1 element A);
- Demonstrate rhetorical awareness pertaining to the conventions of Academic English by using conventions of appropriate tone, style, format, and structure in their writing (S1 elements A and D);
- Demonstrate information literacy skills by finding and evaluating a variety of source materials (S1 element B);
- Demonstrate critical reading skills by summarizing, paraphrasing, analyzing, and synthesizing information from a variety of source materials in their writing (S1 elements B and C);
- Formulate viable research questions, hypotheses, and conclusions (S1 elements B and D);
- Understand the extent and nature of the sources needed to meet rhetorical goals within a specific writing situation (S1 element C);
- Learn how to participate ethically and responsibly in the inquiry and research process (S1 element C);
- Assess accurately the strengths and weaknesses of their own writing, and develop individual plans for revision and improvement;
- Understand and enact revision as substantive change;
- Identify and prioritize a range of writing concerns in their work and others’;
- Use a variety of technology tools to collaborate, research, compose and revise (S1 elements A, B, C, D);
- Use a variety of digital and multimedia sources critically (S1 element B);
- Understand that images, sounds, animations—in addition to words—are all integral parts of effective communication (S1 element D).

COURSE DESCRIPTION

The Blugold Seminar in Critical Reading and Writing is a course designed to ground first-year students in the reading, writing, and rhetorical demands necessary for success in college and beyond. This class teaches students to be both critical readers of complex texts and critical writers of effective texts. The key to critical reading and writing is rhetorical knowledge. Rhetoric is foundational for this course because it allows you, on the one hand, to understand how other people’s texts affect readers and attempt persuasion, and on the other, to compose effective and purposeful texts yourself. Rhetorical knowledge prepares you to participate in and respond to nearly any conceivable writing situation, whether it be another college course, certain professional demands, or personal needs. At its most basic—but most profound—level, writing is about making choices, and this course teaches you how to identify other writers’ choices and how to

make your own across a variety of writing situations. Each section of the Blugold Seminar focuses on a different theme, topic, or question.

6. Considering existing department/program resources, please provide answers to the following:

How many sections of the experience will be offered in the fall semester? 36

How many sections of the experience will be offered in the spring semester? 35

What will be the average size for each section of the experience? 20

Section VIII. Revising a GENERAL EDUCATION Designation

Not Applicable

Section IX. Revising a CULTURAL DIVERSITY Designation

Not Applicable

Section X. Revising a SERVICE-LEARNING Designation

Not Applicable

Section XI. Revising an INTERDISCIPLINARY STUDIES (Idis) Designation

Not Applicable

Section XII. Revising a FOREIGN CULTURE Designation

Not Applicable

Section XIII. Revising a WELLNESS THEORY Designation

Not Applicable

General Notes and Comments:

Attachments

Date of Department/Program Approval (Include all department/program names and approval dates as appropriate):

October 11, 2013

College Curriculum Committee or Equivalent Action:

2/13/2014 Approved Denied

University Liberal Education Committee Action:

Approved Denied

Signatures