

Fayetteville State University

CORE CURRICULUM COURSE CERTIFICATION REQUEST

This form should be accompanied by a syllabus that states course description, FSU Student Learning Outcomes, assignments, exams, and methods of instruction.

Course Engl 110 Title English Composition I Credit Hours 3 or 4

Prerequisites none Number of sections fall ~31, spring ~17 Class size 22

1. Course Description

Give course description and map course to FSU Student Learning Outcomes.

A course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing. When taken for 4 credits two lab hours are included.

Communication

- Evaluate effectiveness of various forms of communication *Emphasize*
- Create written and spoken communication: organization *Emphasize*
- Create written and spoken communication: clarity *Emphasize*

Ethics and Civic Engagement

- Develop and demonstrate personal system of ethics and morality *Introduce*

Reasoning: Critical Thinking

- Evaluate Reasonableness of arguments *Introduce*
- Construct reasonable arguments *Introduce*

Inquiry Skills

- Cite sources appropriately *Emphasize*

2. Assessment

All certification requests must include an assessment plan. A description of the following should be linked to the FSU Student Learning Outcomes:

- a. Describe assignments and exams common to all sections
 - b. Describe at least two different forms of assessment common to all sections
 - c. Describe how assessment data is/will be collected and used for continuous improvement.
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- a. English 110 requires two common assignments, a pre/post test covering MLA format (Inquiry Skills) and an in-class writing assignment (Communication, Critical Thinking). In addition, instructors require at least 2500 words of written prose by the end of the semester from each student (Communication, Critical Thinking). This may take any of a number of forms, depending on instructor, but may include one long research paper, a number of smaller essays, or a

combination. Attendance and participation contribute to each student's final grade (Ethics and Civic Engagement).

- b. Two common assessments are used for English 110, a pre/post test on MLA format and an in-class writing assignment. The pre/post is a multiple-choice exam given on Blackboard that is taken during class time and is available only during class time. It is designed to detect students' familiarity with conventions of MLA format and their ability to apply MLA style to in-text and works-cited situations. It also tests for knowledge of accurate paraphrasing, summarizing, and quoting.

The writing assignment is based on the course learning outcome that students should be able to summarize, paraphrase, and quote from one source. To that end, students are given one source from which they are asked to draw when answering an essay question. The actual writing takes place during class time on Blackboard, but students may be given the source material ahead of time.

- c. Because students take the assessment instruments on Blackboard, data will be easily compiled. The scores of all students enrolled in English 110 will be easily available for the MLA test. Members of the composition committee will look for the results of specific questions to see what areas students are not doing well on, with a minimum acceptable score of 70% for each question across the board and a target score of 90%. Any questions with results beneath the 70% mark will trigger a review of data which will prompt the creation of an improvement plan to be carried out the following year and then reassessed.

The essays for every student's writing assignment will be graded by the student's instructor following a common rubric and with grade norming sessions to guide results. The scores will be entered into Blackboard, allowing for access to the scores of every student enrolled in English 110. The target score is a 4 on a holistic rubric scored 1-6. If fewer than 70% of our students earn a minimum score of 4, we will review the problem and recommend changes as part of continuous improvement.

Students will demonstrate ethics and civic engagement by their classroom behavior, as evidenced by avoidance of EA and FN grades.

2. **Instruction**

Describe how the course is taught. Include:

- a. methods of instruction (e.g., lectures, discussions, small groups, simulation), pointing out opportunities for active student learning
- b. general qualifications of all those who might teach the course, with areas of expertise, experience, and training
- c. name and rank of all instructors for the previous two years, number of sections taught by each, degree and discipline of each
- d. description of how course will be coordinated to insure consistent implementation and assessment across all sections of the course

a. English composition courses are taught using a combination of lecture, large group discussion, individual work, and small group work. Many instructors require student presentations as well.

b. at least an MA in English, PhD in English preferred

c.

Instructor	Number of sections S08-F09	Degree/concentration
Anderson, Trela	1	PhD/Rhetoric and Composition
Anthony, Booker	1	PhD/American Literature
Bir, Beth	3	PhD/Rhetoric and Composition
Blevins, Barbara	3	MA
Brown, Sonya	1	PhD/Rhetoric and Composition
Ferguson, Mary	3	MA
Fowler, Judy	2	PhD/Rhetoric and Composition
Frantz, Sarah	4	PhD/18 th Century Literature
Hammack, Brenda	5	PhD/Poetry
Harrington, Brooksie	7	PhD/African-American Literature
Hyman, Eric	6	PhD/Literature
Jackson, Tom	5	MA
Kim, Jiyoung	6	PhD/Linguistics
McConnell, Gary	2	PhD/American Literature
McIver-Bell, Michele	2	MA
Miller, Beverly	2	MA
Miller, Melissa	6	PhD/Literature
Moeller, Marie	2	PhD/Rhetoric and Composition
Nyman, Micki	2	PhD/
O'Shea, Michael	6	PhD/Irish Literature
Russell, Joyce	4	PhD/African-American Literature
Swinford, Dean	4	PhD/Medieval and Early Modern
Sychez, Jeff	2	PhD/Literature
Tryon, Chuck	5	PhD/
Van Nyhuis, Alison	2	PhD/Literature
Womble, Faydra	4	MA

English 110 and 120 are taught by the entire English faculty with oversight from the Director of Composition and the Composition Committee. Issues related to composition are addressed first by the committee, which has meetings monthly, then brought to the full department for discussion and voting.

COURSE ASSESSMENT COORDINATOR

_____ phone _____ email _____

SIGNATURES

Department Chair _____ Date _____	recommend	deny
	<input type="checkbox"/>	<input type="checkbox"/>
College Dean _____ Date _____	<input type="checkbox"/>	<input type="checkbox"/>
Core Review Committee _____ Date _____	approve	deny
	<input type="checkbox"/>	<input type="checkbox"/>
Provost _____ Date _____	<input type="checkbox"/>	<input type="checkbox"/>