

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 108 Title Grammar and Usage Credit Hours 4

Prerequisites none Number of sections 4 in fall, 2 in spring, 6 in CHEER Class size 18

1. Course Description

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

English 108 introduces students to issues of grammar and usage within an integrated literacy program that includes reading, writing, and speaking. Standard conventions are examined to assess their current significance for acceptable social expression, especially in academic prose.

Communication

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

Ethics and Civic Engagement

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

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.

a-b. English 108 requires four short (750-1000 words) essays, each of which is based upon approximately three essays from the text, *The Thompson Reader*. These essays focus on the skills of summary and response, that is, accurate comprehension, summarizing, and paraphrasing of an author's text and developing an individual, informed and supported opinion about some aspect of the text. Each of the essays is evaluated based upon a rubric that assigns point values for each aspect of the essay, including organization and clarity (SLO Communication).

English 108 also requires a common pre- and post-test, which is made up of three sections: knowledge of the writing process, knowledge and application of basic grammar skills, and reading/writing a summary and response essay. The writing

portion of these exams is graded on a holistic 8-point scale, among whose descriptors is organization and clarity (SLO Communication).

Forty percent of the student's grade for the course is based upon daily assignments, homework, and class participation. (SLO Ethics and Civic Engagement)

c. To assess student learning of the SLOs, English 108 instructors will pull a random sample of 30% of essays from students' final portfolios and 30% of the essays written for the post-test. The essays will be blind-scored using the holistic rubric, with a target of 70% reaching a minimum score of 4, which indicates competence in organization and audience awareness. In addition, at least 70% of students who earn a grade will demonstrate their personal system of ethics, as represented by avoiding EA and FN grades.

When data has been collected, the findings will be used to revise curricula and/or pedagogy, as necessary.

3. **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 108 is taught in a combination of lecture, discussion, individual assignments, and small group work. Because of the developmental nature of the course and the long class times, it is vital to keep students engaged by keeping them active. Faculty choose texts that are relevant to students' lives and interests, stimulate active discussions, frequently change activities, have students work in small groups, write on the board, and then apply the group work to individual assignments.
 - b. To teach English 108, faculty must have earned at least an MA in English. A PhD with a concentration in Composition and Rhetoric is preferred.
 - c. Instructors 2008-2010
Dr. Sonya C. Brown, PhD English, Composition Rhetoric 4 sections, CHEER, fall and spring
Dr. Trela Anderson, PhD English, Composition Rhetoric 2 sections, fall and spring
Dr. Beth Bir, PhD English, Composition Rhetoric, 4 sections, CHEER, fall and spring
Dr. Micki Nyman, PhD English, Composition Rhetoric, CHEER and fall
Ms. Michele McIver-Bell, MA English 1 section, fall
Ms. Vicki McKenzie, MA English 2 sections, CHEER and fall

Ms. Toni Thomas, MA English 2 sections, CHEER
Ms. Audrey Muhammad, MA English 1 section, CHEER

- d. English 108 instructors typically meet as a group multiple times throughout the academic year. CHEER instructors meet twice prior to the summer session. All instructors, unless participating in a themed learning community, use a common text and common essay assignments. Readings vary by instructor. Most instructors ask one of the other 108 instructors to do a peer observation each year, and all are enrolled in a common Blackboard site that is used to post assignments and pedagogical ideas.

COURSE ASSESSMENT COORDINATOR

_____ phone _____ email _____

SIGNATURES

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