

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 120 Title English Composition II Credit Hours 3 or 4

Prerequisites Engl 110 Number of sections fall 18, ~spring 35 Class size 22

**1. Course Description**

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

A course that continues practice in the composing process, with emphasis on argumentation and research. The course involves gathering, analyzing, and documenting information from secondary sources. When taken for 4 credit hours two lab hours are included.

*Communication*

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

*Ethics and Civic Engagement*

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

*Reasoning: Critical Thinking*

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

*Inquiry Skills*

- Formulate effective questions *Emphasize*
- Organize, sort, evaluate, retrieve academic information *Emphasize*
- 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.
- a. English 120 requires two common assignments, a pre/post test covering APA format and academic research methods (Inquiry Skills), and a CLA-type writing assignment (Communication, Critical Thinking). In addition, instructors require at least 3000 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. The two common assignments used for assessment purposes are a pre/post test covering APA format and academic research methods and a CLA-type writing assignment. The pre/post is a multiple-choice exam given on Blackboard that is taken during class time and available only during class time. It is designed to detect students' familiarity with keyword and subject search skills in electronic search engines (google, library databases, library catalog); ability to analyze the credibility of various sources; conventions of APA format and their ability to apply APA style to in-text and bibliographic 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 multiple sources. To that end, students are given multiple sources of different types (some text, some graphic) which they are asked to evaluate (evaluate reasonableness of arguments) and from which to draw when answering an essay question (construct reasonable arguments). The actual writing takes place during class time on Blackboard.

- c. Because students take the assessment instruments on Blackboard, data will be easily compiled. The scores of all students enrolled in English 120 will be easily available for the APA 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 an automatic review.

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 120. 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 to curricular approach and/or pedagogy.

### 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 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. faculty
- d. 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.

<b>Instructor</b>	<b>Number of sections S08-F09</b>	<b>Degree/concentration</b>
Anderson, Trela	1	PhD, Composition and Rhetoric
Anthony, Booker	2	PhD, Literature
Blevins, Barbara	13	MA
Brown, Sonya	2	PhD, Composition and Rhetoric
Crittenden, Felicia	1	MS
Ferguson, Mary	2	MEd
Frantz, Sarah	4	PhD, Literature
Hammack, Brenda	2	PhD, Literature
Harrington, Brooksie	1	PhD, Literature
Jackson, Tom	2	MA
Kim, Jiyoung	3	PhD, Linguistics
Kirkpatrick, Kim	1	PhD, Literature
McConnell, Gary	10	PhD, Literature
Miller, Beverly	6	MA
Miller, Melissa	8	PhD, Literature
O'Shea, Michael	3	PhD, Literature
Orban, Maria	11	PhD, Literature
Russell, Joyce	3	PhD, Literature
Swinford, Dean	3	PhD, Literature
Sychez, Jeff	6	PhD, Literature
Tatum, Dorothy	5	MA
Tryon, Chuck	4	PhD, Literature
Van Nyhuis, Alison	4	PhD, Literature
Weatherford, Carole	1	MFA
Womble, Faydra	8	MA

#### 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"/>