COVER SHEET for Alternate EN 211 College Composition II

***Name of Department Submitting the Proposal***:

***Faculty Contact Information for In-Person Meeting (Name, Phone, and Email)***:

***Names of Faculty who would teach the course***:

***Name of Course***:

**Course Status:**

Has this course been approved by CUP & the Academic Senate? Yes / No / In-progress

Has this course been approved by GEC for General Education credit? Yes / No / In-progress

***Number of Students per course***:

***Have you included the following***:

*For a new course:*

\_\_\_Cover Sheet that demonstrates how the course and writing assignments fit into  
 the EN 211 Core Principles and the GEC rubric

\_\_\_Syllabus including coursework and potential texts

\_\_\_At least one sample writing assignment

*For an existing course:*

\_\_\_Cover Sheet that demonstrates how the course and writing assignments fit into  
 the EN 211 Core Principles and the GEC rubric

\_\_\_Syllabus including coursework and texts being used

\_\_\_Writing assignments

***You verify that the materials you present to the committee meet the expectations of the following:***

\_\_\_\_\_A minimum of 6000 words of evaluated writing spread over the writing process and semester

\_\_\_\_\_Multi-draft textual and/or multimodal essays/projects

\_\_\_\_\_Inclusion of argumentation, analysis, and research

\_\_\_\_\_A summative reflective essay that aligns their work with the core principles. (See chart and attached.)

***Please discuss how your course, assignments, and texts will address the following:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Principles** | **Concepts** | **Student Outcomes** | **Essential Rhetorical Elements** | **How will your course address these areas?** |
| **Rhetoric** | **Making Rhetorical Choices** | Students will have **responded** purposefully to a variety of audiences and rhetorical situations. | Students will have made shifts in voice, level of formality, tone, design, medium, and structure. |  |
| **Composing Process** | **Integrating Writing Processes** | Students will have **developed** recursive and flexible strategies to engage varying audiences for specific purposes. | Students will have read, researched, evaluated, drafted, peer-reviewed, revised, and edited to discover and reconsider ideas. |  |
| **Conventions** | **Applying Genre Conventions** | Students will have **assessed** rhetorical situations and **employed** appropriate genre conventions. | Students will have applied genre-specific conventions (formatting, organization, citation, etc.) in specific rhetorical situations. |  |
| **Research** | **Synthesizing Evidence and Generating assertions** | Students will have **synthesized** and ethically **utilized** sources to generate and support assertions. | Students will have located, organized, analyzed, evaluated, synthesized, and ethically utilized primary and secondary sources. |  |
| **Multimodality** | **Creating Multimodal Projects** | Students will have **composed** one or more multimodal projects and **reflected** on the possibilities and constraints of diverse media. | Students will have chosen and evaluated which media best represents message rhetorically. |  |
| **Reflection** | **Engaging in Interactive Reflection** | Students will have **deepened** awareness of self as a thinker and communicator in relation to others’ perspectives. | Students will have shared work with others and modified rhetorical choices from this interaction. |  |