**Guidelines for Alternate *EN 211 College Composition***

When the English Department revised the composition curriculum (EN 090-EN 211) in September 2014, we followed nationally recognized outcomes provided by the Council for Writing Program Administrators. The WPA Outcomes Statement for First-Year Composition (3.0), which was updated in July 2014,

identifies outcomes for first-year composition programs in U.S. postsecondary education. It describes the writing knowledge, practices, and attitudes that undergraduate students develop in first-year composition, which at most schools is a required general education course or sequence of courses. This Statement therefore attempts to both represent and regularize writing programs’ priorities forfirst-year composition, which often takes the form of one or more required general education courses. (http://wpacouncil.org/positions/outcomes.html)

***Required Outcomes for EN 211***

To be designated by the English Department’s Composition and Literacy Committee as an alternate to EN 211, a course that satisfies the Intermediate Composition portion of the Written English Competency Requirement, departments will need to demonstrate that their course fulfills 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.)

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| **Core Principles** | **Concepts** | **Student Outcomes** | **Essential Rhetorical Elements** |
| **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. |

***Submission Process***

Please email the following to Lynn Domina, the English Department Head at ldomina@nmu.edu, and she will submit it to the Composition and Literacy Committee.

*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\*

\_\_\_Evidence of meeting CUP requirements

\_\_\_Syllabus including coursework

\_\_\_Potential texts

\_\_\_At least one sample writing assignment

\_\_\_An in-person presentation/meeting\*\*

*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

\_\_\_Writing assignments

 \_\_\_Texts being used

\_\_\_An in-person presentation/meeting\*\*

***Deadlines***

October 1: If the course is new or has not been approved for General Education credit, we recommend that you submit your course simultaneously to the General Education Council (GEC), Committee on Undergraduate Programs (CUP), and the Composition Committee.

November 1**:** If the course is preexisting and has already been approved by the GEC, we recommend the proposal be submitted to Dr. Domina by this date for consideration in the upcoming Undergraduate Bulletin.

\*We acknowledge that the proposed course may not be slated for the Effective Communication; however, you must demonstrate that the course has either been approved for one of the General Education categories or will be proposed for one.

\*\*The Composition Committee does not meet during the summer. They meet regularly beginning the second week of September.