**General Education Course Inclusion Proposal**

**Effective Communication**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: EN 109~~/109W,~~ Intensive *College Composition ~~and Workshop~~***

**Home Department: English**

**Department Chair Name and Contact Information** (phone, email): **Dr. Michael Broadway, 227.2712, mbroadwa@nmu.edu**

**Expected frequency of Offering of the course** (e.g. every semester, every fall): **Every Semester**

**Official Course Status**: Has this course been approved by CUP and Senate? **YES** IN PROGRESS

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

 EN 109/109W are taken concurrently by students who were placed by “appropriate standardized scores or successful completion of EN
 090, Developmental Composition.” ~~They are listed as one on this proposal because students must co-enroll.~~

1. **Overview of the course content for EN 109, *Intensive College Composition, 4 credits***

According to the NMU University Bulletin, EN 109 “provides the time, coursework, and support necessary for students to develop their writing skills over a sustained period of time with tutorial assistance. Students will write, read, and discuss paragraphs and essays about significant subjects. During the semester, each student will generate a minimum of 5000 words of college-level writing.”

The co-requisite for students enrolled in EN 109 is EN 109W, *Intensive College Composition Workshop*.

***Note:*** *A grade of “C” or higher is required for successful completion. A grade of “B” or higher is required to enroll in EN 211.*

1. **~~Overview of the course content for EN 109W, Intensive College Composition Workshop, 1 credit~~**

~~According to the NMU University Bulletin, EN 109W is a “required workshop for students enrolled in EN 109~~*~~, Intensive College Composition~~*~~. Students will participate in weekly, faculty-supervised, tutor-led workshops. All grading and arrangement of workshops will be done by the faculty member.”~~

**NOTE: These Core Principles are based on national standards developed by the Council for Writing Program Administrators for college and university writing programs.**

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| **Core Principles** | **Concepts** | **EN 109~~/109W~~ Outcomes** |
| **Rhetoric** | **Understanding Rhetorical Situations** | Students will have identified rhetorical qualities essential to composing situations.  |
| **Composing Process**  | **Exploring Writing Processes** | Students will have created specific evidence of a writing process.  |
| **Conventions** | **Identifying Genre Conventions** | Students will have developed an understanding of genre conventions.  |
| **Research** | **Engaging in Inquiry and Analysis** | Students will have engaged in intellectual inquiry and critical analysis.   |
| **Multimodality** | **Developing Multimodal Knowledge** | Students will have gained awareness of multi-literacies in the creation of a multimodal project.  |
| **Oral Expression** | **Practicing Delivery Techniques** | Students will have practiced giving short, informal presentations.   |
| **Reflection** | **Participating in Metacognitive Reflection** | Students will have engaged in self-reflection to understand themselves as readers, thinkers, writers, and presenters.   |

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

***Critical Thinking***

All of the writing, reading, and oral presentation assignments students engage in for EN 109~~/109W~~ are designed to promote students’ development of critical thinking; to do so, students will compose several, multi-draft textual, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will learn to use primary and secondary sources as well as practice locating, summarizing, and incorporating outside research into compositions and presentations.
* For the ***Integration*** learning outcome dimension, students will read texts strategically, consider multiple perspectives, and incorporate gained information to develop main ideas and support them with evidence.
* For the ***Evaluate*** learning outcome dimension, students will engage in critical analysis and draw reasoned conclusions.

***Effective Communication***

The major focus of EN 109~~/109W~~ is on exploration; students in this course learn about the writing process and use it not only to produce well-written and delivered assignments but also to use writing as a tool for learning. To that end, students in EN 109~~/109W~~ will complete multiple drafts of a variety of textual and multimodal essays/projects that address the following:

* In order to satisfy the ***Central Message and Structure*** learning outcome dimension, students will produce three, multi-draft written/oral/multimodal projects (narrative, persuasive, and expository) that will adhere to commonly accepted conventions (formatting, organization, citation, etc.). In doing so, they will identify the rhetorical qualities (i.e. audience, language, purpose) essential in composing and delivery situations.
* To address the ***Substantiation***learning outcome dimension, students will learn to differentiate between primary and secondary sources, read texts actively for key information, determine the appropriateness of materials, integrate information gathered in a minimum one major assignment (persuasive or expository), and practice using a standard professional system of citation and formatting (i.e. MLA, APA).
* To meet the ***Delivery-written*** learning outcome dimension, students will practice invention, drafting, revising, and editing, as well as employ appropriate conventions (grammar, usage, mechanics, formatting, etc.) in projects and presentations.
* To satisfy the ***Delivery-oral*** learning outcome dimension, students will give multiple, evaluated presentations in which they consider how specific rhetorical situations impact delivery, including audio and/or visual choices.

**C. Describe the target audience (level, student groups, etc.)**

The target audiences for EN 109~~/109W~~ ~~are~~ is international students as well as students admitted to NMU on probationary status (College Transitions Program or Freshman Probation). Other students seeking the smaller class size and additional tutoring may enroll if space is available.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

With an earned grade of “B” or higher in EN 109~~/109W~~, students are able to enroll in EN 211 or its approved equivalent; successful completion of EN 211 with a “C” or higher will satisfy the University’s First Year Composition for Written English Competency.

E**. Provide any other information that may be relevant to the review of the course by GEC.**

The class size for EN 109 ~~and EN 109W are~~ is limited to 20 students whereas the normal class size for EN 111 courses is 25.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome.*

*Type refers to the types of assignments used for assessment such as written work, presentations, etc.*

*Frequency refers to the number of assignments included such as a single paper or multiple papers.*

*Importance refers to the relative emphasis or weight of the assignment to the entire course.*

*For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT in EN 109~~/109W~~** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students will create a **multi-draft** **persuasive essay/project**. Evidence dimension is assessed through an assignment-based rubric.**Frequency:** a minimum of once during the semester**Overall Grading Weight:** 35%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students will develop a **multi-draft** **expository essay/project**. ~~Evidence~~ Integrate dimension is assessed through an assignment-based rubric. **Frequency:** a minimum of once during the semester **Overall Grading Weight:** 30%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students will search for information and compose a **multi-draft** **narrative essay/project**. ~~Evidence~~  Evaluate dimension is assessed through an assignment-based rubric.**Frequency: a** minimum of once during the semester **Overall Grading Weight:** 35%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |

**PLAN FOR LEARNING OUTCOMES
EFFECTIVE COMMUNICATION**

*Attainment of the EFFECTIVE COMMUNICATION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Central Message and Structure** | Central message is the primary focus (main idea or thesis) of the work. Structure is the arrangement of the parts or elements of the work that aids in understanding which includes being coherent, logical, and complete.  | Task Type: Students will create **multiple major essays/projects** (i.e. narrative, persuasive, expository). ~~Evidence~~ Central message and structure dimension will be assessed via specific sections on assignment-specific rubrics.**Frequency:** a minimum of three times per semester**Overall Grading Weight:** 25% **Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |
| **Substantiation** | Substantiation includes solid reasoning and valid evidence supports conclusions; sources are documented in accordance with disciplinary conventions | **Task Type:** Students will create **multiple major essays/projects** (i.e. persuasive, expository). ~~Evidence~~ Substantiation dimension will be assessed via specific sections on assignment-specific rubrics.**Frequency:** a minimum of twice per semester **Overall Grading Weight:** 25% **Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |
| **Delivery-Written** | Text (clear, readable, consistent with disciplinary conventions and standard written conventions including proofreading and proper syntax etc.) appropriate to the purpose and audience. | **Task Type:** Students will create **multiple major essays/projects (**narrative, persuasive, expository). ~~Evidence~~ Delivery-written dimension will be assessed via specific sections on assignment-specific rubrics.**Frequency:** a minimum ofthree per semester**Overall Grading Weight:** 25% **Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |
| **Delivery-Oral** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) and audio/visual aids appropriate to the purpose and audience. | **Task Type:** Students will deliver **multiple oral presentations** that include audio/visual aids.  ~~Evidence~~ Delivery-oral dimension will be assessed using specific oral delivery rubrics.**Frequency:** a minimum of twice per semester **Overall Grading Weight:** 25% **Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 70% because EN 109~~/109W~~ is typically taken by first-semester semester freshmen, many of whom are admitted into the Freshman Probation (FP) or College Transitions Program (CTP) blocks. |