**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 211, *College Composition II***

**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.*

**A. Overview of the course content**

According to the NMU University Bulletin, EN 211 “continues students’ abilities to write carefully, to read closely, and to discuss critically. Writers will expand their stylistic range, awareness of form, and ability to deal with complex issues.” In the class, students will “write longer papers with at least one using information from other sources. During the semester, each student will generate a minimum of 6000 words of college-level writing.”

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

The core principles, concepts, and outcomes for EN 211 include the following:

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| **EN 211 Core Principles** | **EN 211 Concepts** | **EN 211 Outcomes** |
| Rhetoric | **Making Rhetorical Choices** | Students will have responded purposefully to a variety of audiences and rhetorical situations. |
| Composing Process | **Integrating Writing Processes** | Students will have developed recursive and flexible strategies to engage varying audiences for specific purposes. |
| Conventions | **Applying Genre Conventions** | Students will have assessed rhetorical situation and employed appropriate genre conventions. |
| Research | **Synthesizing Evidence/Generating Assertions** | Students will have synthesized and ethically utilized sources to generate and support assertions. |
| Multimodality | **Creating Multimodal Projects** | Students will have composed one or more multimodal projects and reflected on the possibilities and constraints of diverse media. |
| Oral Expression | **Refining Delivery Performance** | Students will have delivered one or more presentations employing audio and/or visual aids suitable for varying rhetorical situations. |
| Reflection | **Engaging in Interactive Reflection** | Students will have deepened their awareness of themselves as thinkers and communicators in relation to others’ perspectives.  |

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

***Critical Thinking***

Critical thinking undergirds all of the written and oral work students engage in for EN 211. Students will compose several multi-draft written, oral, and multimodal assignments.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to locate, organize, and utilize primary and secondary sources to generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate source information in a coherent, effective, and ethical manner.
* For the ***Evaluate*** learning outcome dimension, students will not only assess the quality, appropriateness, trustworthiness of the information but will also appraise the quality of their own learning and communication growth through reflective practice.

***Effective Communication***

The major focus of EN 211 is on application; students in this course are asked to apply the writing process to specific rhetorical situations and audiences. To that end, students in EN 211 will complete multiple drafts of a variety of textual and multimodal essays/projects that require that they explore potential topics, conduct informational searches, develop supportable theses, provide well-vetted evidence, produce coherent prose, deliver effective presentations, and meet disciplinary conventions.

* In order to satisfy the ***Central Message and Structure*** learning outcome dimension, students will produce a minimum of three, multi-draft written/oral/multimodal projects (argumentation, analysis, and research) that will adhere to genre-specific conventions (formatting, organization, citation, etc.) to meet specific rhetorical situations. Further, they will develop clear and well-support theses as well as logical and coherent organizational structures to produce effective rhetorical messages.
* To address the ***Substantiation***learning outcome dimension, students will learn to find, evaluate, and integrate primary and secondary information in a minimum of one major assignment (research). They will practice quoting and paraphrasing as well as use standard in-text as well as ending citation systems (APA, MLA, etc.) specific to rhetorical situations.
* To meet the ***Delivery-written*** learning outcome dimension, students will develop recursive and flexible strategies throughout the semester to compose texts for varying audiences for specific purposes. To that end, they will engage in an ongoing writing process that includes brainstorming, prewriting, drafting, peer reviewing, revising, and editing.
* To satisfy the ***Delivery-oral*** learning outcome dimension, students will create and present a minimum of two effective presentations employing audio and/or visual aids suitable for varying rhetorical situations and audiences. In these, students will practice elements of effective vocal (breathing, pitch, volume, rater, pronunciation, articulation, and fluency) as well as physical delivery (eye contact, facial expression, gesture, posture, and movement).

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

The target audience for EN 211 is primarily for freshmen and sophomore students who have satisfied the first-level composition requirement or its equivalent. All students pursuing a bachelor’s degree at NMU are required to complete EN 211 or its approved equivalent. Students in associate, certificate, and non-degree programs may also take EN 211 depending upon their programs’ requirements.

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

Completion of EN 211 with a “C” or higher fulfills the University’s Intermediate Composition Requirement for Written English Competency.

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

In any given semester, there are between 20 (fall) and 40 (winter) sections of EN 211 offered by professors, contingents, adjuncts, and teaching assistants in both face-to-face as well as online formats. The work the Composition Committee has put into revising the core principles, concepts, and outcomes will help to ensure that all students in EN 211 have a common set of outcomes.

**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 211** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Students will create a **multi-draft** **argumentative essay/project**. Evidence dimension is assessed through an assignment-based rubric.**Frequency:** a minimum of once per semester **Overall Grading Weight:** 35%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Students will develop a **multi-draft** **analytical essay/project**. ~~Evidence~~ Integrate dimension is assessed through an assignment-based rubric. **Frequency:** a minimum of once per semester **Overall Grading Weight:** 30%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Students will search for information and compose a **multi-draft research essay/project**. ~~Evidence~~ Evaluate dimension is assessed through an assignment-based rubric.**Frequency:** a minimum of once per semester **Overall Grading Weight:** 35%**Expected Proficiency Rate:** For those who have completed the course, the criterion rate level for proficiency is at 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |

**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 (**argumentation, analysis, and research). ~~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 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |
| **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 (**argumentation, analysis, and research). ~~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 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |
| **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 (**argumentation, analysis, and research). ~~Evidence~~ Delivery-written 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 Weight:** The criterion weight level for proficient is at 75% because EN 211 is typically taken by second-semester semester freshmen or sophomores.  |
| **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 a minimum of two **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 75% because EN 211 is typically taken by second-semester freshmen or sophomores.  |