4-16-2013

ENC1130 : Improving College Writing. Course Proposal, Effective : 2013 : 04 : 16

University of South Florida St. Petersburg.

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**USF St. Petersburg**  
**NEW Undergraduate Course Proposal Form**  
(non-Gen Ed)

<table>
<thead>
<tr>
<th>Date Submitted</th>
<th>Date/Term Change is Requested to Become Effective</th>
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<tbody>
<tr>
<td>01/31/2013</td>
<td>Summer 2013</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morgan Gresham</td>
<td>(727) 873 - 4784</td>
<td><a href="mailto:gresham@mail.usf.edu">gresham@mail.usf.edu</a></td>
</tr>
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<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Proposed Title</th>
</tr>
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<tbody>
<tr>
<td>ENC</td>
<td>1130</td>
<td>Improving College Writing</td>
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</table>

Do the attached changes mirror changes to USF Tampa Curriculum?  
No  Yes

Comments:

Tampa currently offers this course

Description of Change (attach supporting documents if necessary):

ENC 1130 is designed to teach students reading and writing skills they need to write successfully in ENC 1101 and other college courses. Students focus on themselves as readers and writers, and complete assignments reflecting on their reading and writing experiences and identify strengths and weakness as readers and writers. Students learn strategies for improving their reading and writing and engage in extensive planning, drafting, and revision of several short papers. The pace of ENC 1130 is slower than that of other first-year writing courses in order to give students the opportunity to practice new reading and writing strategies in depth.

Estimated Impact on University Resources:

- Library
- Equipment
- Faculty/Staff
- Other

---

**APPROVALS**  (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<tr>
<td>Chair, College Academic Programs Comm.</td>
<td></td>
<td>Yes / No</td>
<td></td>
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<tr>
<td>Troy Conner</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>College Dean</td>
<td></td>
<td>Yes / No</td>
<td>2/7/13</td>
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<tr>
<td>Frank Bridge</td>
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<tr>
<td>Chair, USFSP UGE Committee</td>
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<td>Yes / No</td>
<td>3-6-13</td>
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<tr>
<td>Tim Ancel</td>
<td></td>
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<td>USFSP Regional V.C. Academic Affairs</td>
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<td>Yes / No</td>
<td>3/18/13</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. Department and Contact Information

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<th>College</th>
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<tr>
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<td>College of Arts and Sciences</td>
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2. Course Information

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Full Title</th>
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3.

- Is the course title variable? No
- Is a permit required for registration? No
- Are the credit hours variable? No
- Is this course repeatable for credit? No
- If yes, Maximum Number of Times? Maximum Number of Credits? 3

4.

<table>
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<tr>
<th>3 credit hours</th>
<th>Class Lecture</th>
<th>Regular Grading</th>
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<tr>
<td>Total Clock Hours</td>
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5. Prerequisites

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<tr>
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<th>Test and Minimum Grade</th>
<th>Course and Minimum Grade</th>
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4. Co-requisites

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5. Registration Restrictions

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<td>Class</td>
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<tr>
<td>Level</td>
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6. Course Description (255 character maximum for state submission)

SEE SYLLABUS

7. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule? Yes

If you indicated "yes" above, specify how the 6,000 words will be covered (exams, papers).

Does this course meet the **computation** portion of the Gordon Rule? Yes

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course provides additional instruction for students who may not feel ready for work in ENC 1101 and would benefit from additional writing practice.
b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?
   It provides specific introduction to academic conventions and college-level writing.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.)
   What other programs would this course service?
   This course is geared primarily for conditionally-admitted summer student and it provides an opportunity to practice academic writing without shortchanging their experience in ENC 1101.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
   This course has not been offered as a special topics course.

e. How frequently will the course be offered? What is the anticipated enrollment?
   This course will initially be offered during summer sessions, with the potential to be offered more frequently.

f. What effect will this new course have on the program (major, minor, cognate, etc.)?
   none

g. What effect will this new course have on the students currently in the program?
   none

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)
   Minimum qualifications for teaching this course include MA in English or Composition and Rhetoric with 18 graduate hours in English and experience teaching ENC 1101/1102 sequence.

9. Other Course Information
   A. Objectives
      i. To introduce students to academic conventions
      ii. To develop students’ reading and writing habits
      iii. To practice academic conversations
      iv. To find and assess scholarly sources

   B. Learning Outcomes
      i. Students will demonstrate Rhetorical Knowledge by focusing on audience, purpose, context, medium, and message;
      ii. Students will demonstrate Critical Thinking, Reading, and Writing by developing writing over time through a series of tasks including finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
      iii. Students will demonstrate Composing Processes through prewriting, drafting, revising, and editing individually and with peers in a range of composing media;
      iv. Students will demonstrate Knowledge of Conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.
      v. Students will demonstrate the ability to work rhetorically in Electronic Environments throughout the composing process: researching, drafting, reviewing, revising, editing, and sharing texts.

      a. Major Topics
         i. Reflection on reading history
         ii. Reflection on college reading experiences
         iii. Examination of writing history and current writing practices
         iv. Short, informal research paper drawing on both student experience and several outside sources
         v. Course portfolio with reflection

      b. Textbooks
10. Proposed UG Catalog Language

11. Syllabus

Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).

ENC 1130: Improving College Writing

Syllabus

Course Description
ENC 1130 is designed to teach students reading and writing skills they need to write successfully in ENC 1101 and other college courses. It is a 3-hour elective course, but does not count toward the Gordon Rule requirement. In ENC 1130, students focus on themselves as readers and writers, and complete assignments that require them to reflect on their previous reading and writing experiences and identify their individual strengths and weaknesses as readers and writers. Students learn strategies for addressing the aspects of their reading and writing that need improvement, and engage in extensive planning, drafting, and revision of several short papers. The pace of ENC 1130 is slower than that of other first-year writing courses in order to give students the opportunity to gain and practice new reading and writing strategies in depth.

Student Learning Outcomes
- Students will demonstrate Rhetorical Knowledge by focusing on audience, purpose, context, medium, and message;
- Students will demonstrate Critical Thinking, Reading, and Writing by developing writing over time through a series of tasks including finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
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Required Texts
- Palmquist, Mike. Joining the Conversation: Writing in College and Beyond Bedford St. Martin's. ISBN 978-0-312-41215-9
- Green, Stuart and April Lindinsky. From Inquiry to Academic Writing: A Text and a Reader. Bedford St. Martin's. ISBN: 978-0-312-60141-6

Major Assignments and Grading
- Reflection on reading history
- Reflection on college reading experiences
- Examination of writing history and current writing practices
- Short, informal research paper drawing on both student experience and several outside sources
- Course portfolio with reflection

- Class Participation 10%
- Reflections & Critiques 15%
- I-Search Paper 25%
- Portfolio 50%

97-100 = A+; 94-96 = A; 90-93 = A-
87-89 = B+; 84-86 = B; 80-83 = B-
77-79 = C+; 74-76 = C; 70-73 = C-
67-69 = D+; 64-66 = D; 60-63 = D-
Course Policies

Religious Preference Absence Policy. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor in writing.

Accommodation Policy. Students with documented learning and/or physical disabilities in need of accommodation are strongly encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have regarding note taking, reading assignments, and test taking.

Academic Dishonesty Policy. (from USF Undergraduate Catalog http://www.stpete.usf.edu/ugc/documents/MicrosoftWord-Gr.pdf)

Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

Penalties for Academic Dishonesty. Penalties for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University.

Disruption of Academic Process. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishment Guidelines for Disruption of Academic Process. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing the course, a grade of “F” will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

**Tentative Schedule**

<table>
<thead>
<tr>
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<th>Theme</th>
<th>Readings</th>
<th>Major Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>College Writing Process</td>
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<td>Academic Conversations</td>
<td>Palmquist Ch 1</td>
<td>Choose an essay from pt 2 in the Greene text write a response paper to the author on why you agree/disagree with their points</td>
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<td>Inquiry and Research</td>
<td>Greene Ch 4-5 Palmquist Ch 16</td>
<td>Develop an outline and introduction</td>
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<td>Week 4</td>
<td>Analyzing Sources</td>
<td>Greene Ch 6</td>
<td>Annotated Bibliography</td>
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<tr>
<td>Week 5</td>
<td>Citing Sources</td>
<td>Hjortshoj Ch 7 Greene Ch 7</td>
<td>Create a Works Cited page</td>
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<tr>
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<td>Academic Writing</td>
<td>Palmquist Ch 17</td>
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Improving College Writing
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|Week 4| Analyzing Sources | Greene Ch 6 | Annotated Bibliography
|Week 5| Citing Sources | Hjortshoj Ch 7 | Create a Works Cited page
|Week 6| Academic Writing | Palmquist Ch 17 | I-Search Paper|
### Course Description

**Course Description**

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<th>201005</th>
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This class approaches writing as a process and utilizes prewriting, drafting, revising, and editing. Through intensive reading and writing practice, the curriculum will address grammar, mechanics, punctuation, word usage, and essay structure.

### Course Registration Restrictions Record (SCARRES)

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<th>Subject:</th>
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<th>English Composition</th>
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<td>Course:</td>
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<td>Term:</td>
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#### Class Restrictions

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- **Include**
- **Exclude**

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- **Include**
- **Exclude**

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