FULL PROPOSAL: Substantive Change(s) to a Course

Title of proposal (must begin with department abbreviation): ENGL 2070r: Topics in Rhetoric

Place an X next to the ones that apply:

☐	Significant modification of course content by the addition or removal of topics embodied in the original course proposal.
☐	Changing the course number by multiples of 1000 (e.g., 1230 to 2230 or 4320 to 3320)
☐	Changing the credit hours awarded for the course
☐	Changing course prerequisites or corequisites
☒	Creating a new course

Effective date: Fall 2015

Contact information:

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Faculty of the originating department approved this proposal on 10-10-2014 (date)
by a vote of 39 aye votes; 0 nay votes; 1 abstentions; 3 eligible voting members absent

1. Description of proposed changes
      NA

2. Rationale for requested change
   Include any information and/or data which is being used to justify the change(s)
   NA

3. Current course as listed in the Catalog

Prefix:	Number:
Title:	Credit Hours:
Prerequisites:	Co-Requisites:
Cross-listed courses:	

4. Current course description as listed in the Catalog
   NA

5. Proposed new course as it will be listed in the Catalog

Prefix: ENGL	Number: 2070r
Title: Topics in Rhetoric	Credit Hours: 3
Prerequisites: ENGL 1020	Co-Requisites: ENGL 1020
Cross-listed courses:	

6. Proposed new description and program requirements to be listed in the Catalog (catalog copy)
Course will be a general education course satisfying the literature category, and the content will be a focused theme or topic in rhetoric. Content will vary from section to section and semester to semester. Creation of the course will essentially mimic the open topics courses that the Honors Program has recently switched to offering. The course will be created as an open topics course, similar to other topics courses in the current catalog, with specific student outcomes and goals prescribed for meeting general education requirements. The English department's own General Education committee will select which proposed topics courses will be offered, and then closely monitor and regulate the content, outcomes and overall structure of the classes.

7. What is the instructional method for the course (Please select one)?
Lecture - Face-to-face Classroom Instruction

8. How will this course be graded (Please select one)?
Standard letter grade

9. What are the pedagogical objectives of the course?
Knowledge of literary and rheotrical genres, sub-genres, and forms, in addition to historical and cultural contexts of literary and rhetorical texts.
Comprehension of college-level literary and rhetorical texts.
Application of textual criticism through evaluation and/or interpretation.
Synthesis of classroom discussions and lectures, outside research, and independent reflection on texts through college-level writing assignments.

10. Outline the student learning outcomes—a statement of the minimum expectations of students as they complete the course. You must list at least three outcomes.
Read and comprehend college-level texts in a range of genres, forms, or medium.

Recognize different writing genres and subgenres and articulate how they inform content and meaning in texts.

Identify and discuss multiple levels of meanings in texts, including analyzing figurative language.

Evaluate and arbitrate competing interpretations of texts

Connect texts to historical, intellectual, and cultural contexts

Articulate commonalities and differences among the goals, ideas, and forms of literary texts.

Write textual analysis and criticism by constructing a thesis, gathering evidence, integrating sources and organizing elements of an argument

11. How will students be assessed on the learning outcomes?
    Quizzes and written reading responses may be utilized to assess reading comprehension. Tests/exams which may feature identification of characters, ideas, short passages will also assess reading comprehension and synthesis of contextual information and possible interpretations. Essays in assignments or tests/exams will assess critical thinking, interpretation, and synthesis of contextual materials in close readings of texts.

12. If this course changes the program curriculum map, please attach a copy of the updated curriculum map here.
    Please see the direction at the end of this proposal for how to upload your curriculum map document.

13. Provide additional information about the course including (a) how often the course is to be offered, (b) who will be the routing instructor or course coordinator, and (c) what steps will be taken by the department to ensure its continued coverage (current expertise and interest within the department).
    Course will be offered every semester, in numerous sections. Since the course is an open topics course, number of offered sections can adapt to student and/or curriculum demand.

    Course coordination will be managed by the English department's own General Education committee, through the following process:
    1) Each semester, the English Department's General Education Committee will solicit general education course proposals from the department's faculty for the following semester.

    2) Each proposal will include syllabus, schedule of readings and assignments, and list of student outcomes that accommodate the General Education outcomes for all General Education courses. Also submitted will be some discussion of the topic, how this topic will be approached, and overall objectives for the course.

    3) The Department's General Education committee will select and approve the courses to be taught, but only if they meet the standards and outcomes put forth by the committee for each topics course category.

    4) Outside of this selection process, the English Department's General Education committee will give an orientation workshop each semester. This workshop will address the outcomes and goals for the topics courses, the required elements for assignments and overall student assessment, and teaching strategies. The goal is to have the process of developing content for the topics courses a shared but wholly individualized process.

5)   The English Department's General Education committee will annually submit to the Senate Faculty General Education committee syllabi and supporting materials for each proposed course for advisory purposes, record keeping, and general accounting for the courses.

6)   The English Department's General Education committee will also lead the recertification process for the topics courses, allowing improvements and refinements to be made for each topics course.

Continued coverage will be maintained through its adaptability to both faculty research areas, faculty workloads, and student interests.

Additionally, creation of ENGL 2070r will give the following advantages:

1) The English department can now create new courses more swiftly, allowing the department to adapt to enrollment needs more readily. Instead of stretching out decisions to accommodate a year-long process, the department can reduce the process to arbitration and approval with its own department level General Education committee.

2) With the creation of the general education course in creative writing, all English faculty members can contribute to general education courses, allowing more students to see the specializations and depth that the English department may offer to students.

3) Allowing all faculty members, from adjuncts to tenured professors, to create courses within the department also creates more teaching and learning opportunities for students. It will thus generate more courses to be offered, more variety, and a wider array of possible approaches, from general themes to more specialized topics, which is one of the aims of the current general education requirements. The courses will always in a sense remain current and fresh, and resist the sterilization of pre-described courses with pre-determined content.

4) Allowing all English faculty to create general education courses reduces the pressure and monotony for the same small number of instructors, many of whom are being asked to stretch their research and teaching areas to accommodate the standard Western Humanities I and II courses it currently teaches. It will also give the English department greater staffing flexibility for general education courses.

5) The department, and thus UTC, can continually adjust general education courses to the evolving interests and needs of the student body, as well as adjust to the evolving research and academic interests of the faculty.

6) It allows much easier accommodation of credits from other institutions for transfer students. Essentially, it would be an almost seamless transition of any literature course at another institution into UTC credits.

14. Will the proposed changes require a change to the Clear Path Showcase (4-year plan)? If yes, please attach both current and revised clear path documents.
Please see the directions at the end of this proposal for how to upload your clear path document.

15. How will the proposed changes impact the ability of students to complete the degree requirements in a timely manner, and how will the proposed changes impact requirements in other departments or programs?
Students will more easily transfer in credits for general education from other institutions. Students will also have more variety of courses to choose from, as there will always be numerous sections of ENGL 2070r being offered. Students will also be able to have their own interests and inclinations help decide which general education courses they may select, which improves student retention.

16. Will a laboratory/studio fee or other course fee be assessed? If yes, include a rationale for the fee assessment.
NA

17. Does this change require new resources from the originating department or other departments (including the library)? If yes, please explain.
NA

Direction for uploading supporting documents:

1. **To upload your model syllabus to the folder for your proposal go to https://spaces.utc.edu/sites/UndergraduateProposal.**
2. **Next, click on the name of your proposal under "My Proposals".**
3. **Click the "Documents" tab and then click the "Upload Document" tab.**
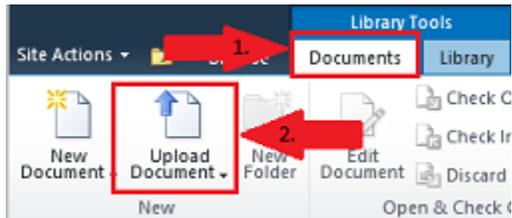
Important: After completing your proposal you must start the *Curriculum Proposal Workflow*.

To begin workflow:

1. Click on the name of your proposal below.
2. Next, click the "Document Set Manage" tab in the ribbon at the top of the page and select the "Workflows" button.
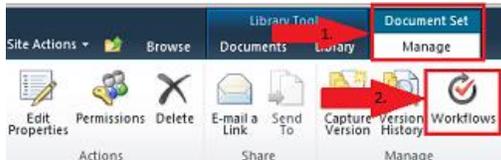
3. Under "Start a New Workflow" click "Curriculum Proposal Workflow" and then click the "Start" button.

Proposal Status: Workflow Started

Workflow Sequence for Full Proposal – Course Changes
1. Department Head
2. College Curriculum Committee
3. College Dean
4. Other Areas Affected (If any)
5. Records Office
6. Associate Provost
7. Provost (if a fee will be assessed)
8. Faculty Senate Curriculum Committee
9. Faculty Senate