



Approval Form

Proposal Title: College Composition II - Minor Curricular Change

Sponsor(s) Mary Anne Palladino Dept.: Communications Ext. 7185

CCII Course Revision
Committee

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change minor course revision
(please name, deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved _____ Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>[Signature]</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p><u>[Signature]</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>89-90-31</u></p> <p>Proposal Received <u>7/6/90</u> Date</p> <p><u>[Signature]</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>4-25-90</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>[Signature]</u> School Curr. Comm. Chairperson</p>
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<p>Step 4 (Academic Dean)</p> <p><input checked="" type="checkbox"/> Recommend <input type="checkbox"/> Not Recommend <input type="checkbox"/> Conditionally Recommend (see comments)</p> <p>Reviewed <u>4-30-90</u> Date</p>	<p>Comments:</p> <p><u>[Signature]</u> Signature, Dean of School</p>
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Step 5 (SCC)

Open Hearing 5-4-90 Approved by Senate Curriculum Committee [Signature]
Date Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 5/17/90 Approved Not Approved
Date

Notification to Executive Vice-President/Provost [Signature]
Date Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

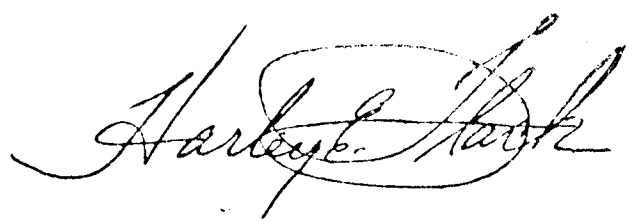
Received 6/4/90
Date

Approved Yes No

If no, reasons are as follows:

CONTENT REVISION OF COMP II
ALSO
CREATION OF DISCIPLINE SPECIFIC
SECTIONS HISTORY ETC

Student credit hours SAME
Faculty load hours "
Equalized credit hours 4
Official copy and approval sheet filed 6/2/90
Date


Signature, Executive Vice-President/Provost

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned N/A

Bryan W. Kiley for DB
Signature, Registrar

9 July 90
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)



GLASSBORO STATE COLLEGE

Communications Department Glassboro, New Jersey 08028-1773 (609) 863-7187

To: Dr. Linda Ross

From: Mary Anne Palladino *MAP*

Subject: Revision to CC II curriculum proposal

Date: May 7, 1990

Attached is the revised Proposal for Minor Curricular Change to College Composition II. I have made the changes requested by the Curriculum Committee.

Many thanks to you and your committee for your continuing support of the writing program.

cc: Dr. David Cromie
Dr. Minna Doskow
Members of CC II Course Committee

PROPOSAL FOR MINOR CURRICULAR CHANGE

COURSE: College Composition II

SPONSOR: Communications Department and College Composition II Course
Revision Committee

RATIONALE: College Composition II has been offered in its present form for many years. With the imposition of both a public speaking and a second writing course requirement in the proposed general education model, some changes must be made in the College Composition II design. These are the changes we propose:

- Oral communication will be eliminated
- The rhetorical base will be expanded
- The course will be offered in two formats

College Composition II: General (designed for all students) will be offered by the Communications Department to all students who have not declared a major or whose major departments are not offering a specific College Composition II course. The course may draw its reading and assignments from interdisciplinary subject matter.

College Composition II: Discipline-Specific (e.g., Writing about History) will be offered to—and restricted to—declared majors within a discipline by faculty from the discipline. Reading and writing assignments will be discipline-specific. If seats are available, other students may be added to a section ***with permission of the instructor.***

This course will be a writing course with two possible content bases. The discipline-specific course is not at all intended as an additional course in a student's major field. It is rather a unique opportunity for students to meet the objectives of this second composition course using their major discipline as subject matter for their writing and research assignments.

ESSENCE OF THE COURSE

COURSE OBJECTIVES

College Composition II: General and Discipline-based should prepare students to communicate complex, carefully considered ideas which are founded upon a reasonable, well researched point of view.

Students who successfully complete this course should be able to formulate and present a written argument which rigorously conforms to the demands of critical thinking, and the conventions of rhetorical discourse. They should also demonstrate a knowledge of the elements of language and style and be able to persuade an audience of the validity of an argument.

More specifically, at the conclusion of CC II, students should be able to

- analyze the logical and rhetorical development of ideas in the essays they read and write.
- summarize text
- paraphrase text
- synthesize multiple sources
- write a competent argumentative or persuasive essay in support of a specific thesis
- write a critical essay (e.g., review, op-ed article)
- research thoroughly a complex, college-level subject
- write an extended, fully documented research paper. (In a discipline-based CC II course, the topic, research process, and documentation style must conform to the requirements of the discipline. The general course will cover the MLA style and options.)

COURSE CONTENT

Course content will include the following:

- principles of writing (a review, with particular attention to the writing processes of prewriting and rewriting)
- principles of logic (an introduction)
- development of the argumentative/persuasive essay
- development of the critical essay (book review, op-ed article, etc.)
- library research process
- presentation of the research or term paper

The course is unified and given clear direction by its emphasis upon critical thinking, reading, and writing as they relate to research writing and argumentative skills. To develop these skills, students must

1. read and analyze a significant body of expository and argumentative literature
2. submit a body of writing, including analytical and argumentative essays, summaries and paraphrases, op/ed pieces, critical reviews
3. develop a research paper which argues a thesis
4. examine the fundamentals of logical reasoning

The College Composition II Curriculum Guide more specifically outlines course requirements, procedures, and suggestions for teaching. All instructors of this course, whether General or Discipline-Specific, are expected to adhere to the specific procedures and requirements as described in the Guide.

EVALUATION

Student evaluation will be based upon student performance on the writing assignments

listed above. These assignments must meet the criteria listed under the objectives in this proposal.

Course evaluation - The College Composition program has a tradition of ongoing review and revision of course objectives, content, and procedures. Faculty of this course will continue to meet at least three times each semester for in-service sessions and to discuss, evaluate, revise the curriculum. Sub-committees will work on various components—writing, research, logic—as well as on textbook selection. Thus, as it has in the past, the course will undergo constant scrutiny and revision as necessary.

CONSULTATION

The History Department has indicated that they will pilot discipline-specific sections of College Composition II in spring 1991. A letter of support from Dr. Richard Porterfield is attached.

COURSE DESCRIPTION

COLLEGE COMPOSITION II

Prerequisite: College Composition I

College Composition II emphasizes critical thinking, reading, and writing as they relate to research writing and argumentative skills. Evaluation of content information, exercises in critical thinking and research design raise the level of student skills achieved in College Composition I.