PROPOSAL TO LIST A COURSE, OR TO RENEW THE LISTING OF A COURSE, IN THE GENERAL EDUCATION ENGLISH COMPOSITION AREA AT LOUISIANA STATE UNIVERSITY

Renewal: X New: 

Course designation, number, and title: Course designation: English Course number: 1001

Semester credits: 3 Contact hours per week: 3 Lecture: 3 Laboratory: NA

Department (or other unit) offering the course and proposing its inclusion: English

College or School: HSS

Please attach the requested information. Submit a single electronic copy (pdf file) bearing unit and college/school signatures to gened@lsu.edu.

Chair of the proposing unit, affirming approval by its faculty or appropriate faculty committee:

Signature: ___________________________ Date: 5-26-11

Typed or printed name: Richard C. Moreland

Dean of College or School, affirming support of the proposal:

Signature: ___________________________ Date: 6-27-11

Typed or printed name: Gaines M. Foster

Chair, Faculty Senate Committee on General Education, affirming approval by the Committee:

Signature: ___________________________ Date: 

Typed or printed name:

Office of Academic Affairs:

Signature: ___________________________ Date: 

Typed or printed name:
1. SYLLABUS

DEPARTMENT OF ENGLISH, UNIVERSITY WRITING PROGRAM
ENGL 1001
ENGLISH COMPOSITION

CATALOGUE COURSE DESCRIPTION
OLD: “Introduction to writing in expressive and informative discourse.” REVISED in response to new
General Education Outcomes: Introduction to analytical writing and research-based inquiry.

LECTURES: 9:00-10:30 A.M. TUESDAY/THURSDAY 34 ALLEN HALL

INSTRUCTORS: Full-time writing faculty and Graduate Teaching Assistants; approximately 40-50
teachers per year.

2012. With Readings or with Course Packet. Moodle.

GENERAL EDUCATION: This course is a General Education course in the English Composition Area
and the material and writing in the course address students’ achievement of this General
Education Competency: LSU graduates will conduct research-based inquiry, including
articulation of complex disciplinary and interdisciplinary problems, effective evaluation and
analysis of primary and secondary sources, and integration of relevant information into original
discourse.

DESCRIPTION OF ASSIGNMENTS AND GRADING:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Literacy Narrative</td>
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<tr>
<td>Annotated Bibliography</td>
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<td>Textual or Rhetorical Analysis</td>
<td>25</td>
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<td>Film Analysis</td>
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<td>Issue Analysis</td>
<td>25</td>
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<td>Participation/in-class writing</td>
<td>15</td>
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<td>TOTAL</td>
<td>100</td>
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*Assessed Document

OUTLINE OF COURSE:

8/30: Writing Analytically. Ch.1 & 2.
9/1: In-class writing workshop: Literacy Narrative (draft). Bring laptops.

9/6: Literacy Narrative Draft due in Moodle. Peer Review.

9/13: Review of Literacy Narrative Drafts. In-class writing responding to instructor comments on drafts.

9/29: Bring in three peer-reviewed sources you have read. In-class writing: “Annotating.”

10/4: Writing Analytically. Ch. 14: Finding, Citing and Integrating Sources. In-class writing.


10/13: Fall Break.

10/20: Draft of Textual/Rhetorical Analysis due. Read aloud in research groups.


11/3: Writing Analytically. Ch. 7: Making Topics Analytical.


11/22: “Politics and the English Language.” George Orwell. Analyzing the genre, purpose, audience,
style, rhetoric, tone and voice.
11/24: Thanksgiving.

12/1: In-class, written reflection.

2. JUSTIFICATION FOR THE INCLUSION OF ENGLISH 1001 IN THE ENGLISH COMPOSITION AREA OF GENERAL EDUCATION. English 1001 clearly meets the specific criteria established for this Area:
   • Demonstrate ability in written analysis and synthesis.
   • Undertake writing as a recursive process that develops and transforms thought.
   • Learn how to conduct basic research and use it effectively in written works.
     o Learn how to use the resources of the LSU library.
     o Interpret, evaluate, integrate, and document information gathered from print and online sources.
- Understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources.
- Integrate information from sources into writing, and document this information appropriately.
- Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences, using appropriate genre conventions.
- Adopt appropriate voice, tone, and level of formality.
- Apply knowledge of structure and organization, paragraphing, and mechanics.

Conceptually, the course addresses research-based inquiry, the effective evaluation and analysis of sources, and the integration of appropriate sources into original writing.

3. GENERAL EDUCATION COMPETENCY ADDRESSED: LSU graduates will conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of primary and secondary sources, and integration of relevant information into original discourse.

a. ONE MAJOR PEDAGOGY:

LITERACY NARRATIVE: A literacy narrative is an analysis of how you learned to read, write, and compose. This collection might include how you learned to read cereal boxes or learned to write plays. Some people want to record their memories about the bedtime stories their parents read to them, the comics they looked at in the newspaper, or their first library card. Others will want to describe receiving or writing a memorable letter, leaning how to write on a computer or taking a photograph; reading the Bible, publishing a 'zine', or sending an e-mail message.

—Digital Archive of Literacy Narratives

No one learns how to speak, read, or write in isolation. The simple act of reading this assignment requires vast experience with language. Furthermore, narratives are not just the property of English departments and bookstores. Plaintiffs and defendants tell stories in court all the time, and juries are made responsible for interpreting those narratives. Patients describe their pains and symptoms as a kind of narrative (from health to illness), and doctors interpret those stories to find “resolution.” Even the way you act tells a story about who you are, where you come from, and what you value. In other words, language and storytelling are a part of our everyday lives. Your history as a language-user is bound to be long and complex. For this assignment, you will need to describe and then analyze your experience as a speaker, reader, and writing.

Getting started.
Here are some guiding questions to help you get started. These questions primarily focus on reading and writing, but language and literacy are very complex topics, so you might ask these same questions about learning to use language in a number of ways. While answering these questions, use “thick description” to create vivid detail, and don’t be afraid to ask family and friends for help recollecting memories.

1. Who read to you when you were very young? Where did they read to you? What did they read to you? How did you feel while being read to?
2. What books were in your home? Where were they—in your room, in a play room, in the living room, all over the place? What magazines or newspapers were in your home? Who read them?
3. What texts did people in your home talk about (newspapers, school registration forms, novels, song lyrics, etc)?
4. Why did you read? For pleasure, out of boredom, because you were forced to, all of the above?

6. How did you “publish” your writing? (Did you show it to a family member or friend, mail it to someone, post it on the internet, perform it, enter it in contests, tuck it into a drawer and read it again later, etc.)

7. Who did you see reading when you were a child, at home and at school? What adults or other kids did you think of as “good readers” and what made you think that about them?

8. What did you read? What was your first favorite book? How old were you? Who did you talk about it with? What else did you read? Letters, blogs, emails, song lyrics, magazines?

9. Where did you do your independent reading? Under the bedcovers with a flashlight? At the kitchen table? In a beanbag chair at the library? At a coffee shop? Only at your desk at school?

10. What negative experiences did you have with reading or writing? Being forced to read something you hated, getting negative feedback on a piece of writing, getting fussed at or made fun of for reading the wrong thing, or at the wrong time, etc.

Relate Your True Experience.
Your topic for the narrative must be your own experience. This essay requires one type of research: memory work. You must learn how to relate your experience to others in a way that keeps your readers engaged and helps them gain some knowledge about your own realization and insights into what will help and hamper you as a student at a university.

You Can Use “I”
You would be hard pressed to complete an autobiographical narrative without using the first-person point of view.

Evaluation
Evaluation or grading is a type of analysis. The following criteria will be used to evaluate your paper: (1) content (clear evidence of beginning analysis), (2) vivid detail, (3) significance, (4) coherence, and (5) conventions.

Significance
Your essay should answer the all-important question: “So what?”

You can think of significance in two ways: inductively and deductively. Inductive means moving from a specific incident to a generalization. Deductive means moving from a generalization to a specific example. The specific incident is the story that engages your reader; the generalization is the topic that your readers can relate to.

Coherence
Your self-analytical literacy narrative should be clearly written, logically organized, and easily understandable. Your language should be suitable for an academic audience. Awkward and/or offensive language is unacceptable in a university-level assignment. You should also demonstrate an ability to write simple, compound, and complex sentences. Your tone should be somewhat formal and stay consistent throughout your essay.

Conventions
Conventions are the rules that determine “competence” and “membership” within an academic (literate) audience. This means making sure that your narratives are grammatically correct and formatted in MLA style. Be sure to post your narrative before the deadline to the appropriate forum on Moodle, and save it as an .rtf, .doc, or .docx file.
3.b. ASSESSMENT TO INSURE ENGLISH 1001 MEETS THE CRITERIA FOR THE GENERAL EDUCATION OUTCOME FOR ENGLISH COMPOSITION:
The University Writing Program will assess the course at the end of fall semester each year through a random sample of students' formal, research-based analytical essays from over one hundred sections. Because we teach researched-based inquiry, basic research pedagogy has been developed and is taught in the course. The last essay of the semester, the Issue Analysis is the document assessed.

After the essays have been collected, a small group of instructors and GTAs who teach the course are asked to score the Issue Analysis essays. The papers we will be collecting are of the same genre (researched Issue Analysis) and students should submit approximately the same length papers (1500 words / 6 pages). In addition, the students will also submit their Works Cited page, which must have peer-reviewed, scholarly sources (should be done as an additional page to the 6 pages of essay). A rubric has been developed by our UWP Assessment Committee to insure the papers are assessed based on the criteria above. Each paper receives two readings and is rated on a Likert scale of one to five. If the two independent scores are more than one point apart, a third reader (experienced instructors who are appointed to adjudicate) makes the final assessment. The group is trained in advance in a norming session during which anchor papers (models representing each score) have been chosen by the group after examination and debate. The data is then recorded and compared in a longitudinal study of LSU student writers. The assessment informs continual work to update and improve English 1001 sections.