

OLD ENGL 110C Student Learning Outcomes (Revised 2015)

OUTCOME	DEMONSTRATES UNDERSTANDING THROUGH:
SLO 1: Develop rhetorical knowledge by:	<ul style="list-style-type: none"> Analyzing and composing multiple forms of writing to understand how genre conventions shape readers' and writers' practices and purposes, Practicing purposeful shifts in structure, content, diction, tone, formality, design, and/or medium in accordance with the rhetorical situation.
SLO 2: Develop critical thinking, reading, and information literacy skills by:	<ul style="list-style-type: none"> Composing and reading for inquiry, learning, critical thinking, and communicating, Using outside materials in their own writing through techniques such as interpretation, synthesis, response, critique, and design/redesign, Incorporating outside materials through quotations, paraphrase, and summary.
SLO 3 Develop effective strategies for drafting texts by:	<ul style="list-style-type: none"> Working through multiple drafts of a project and recognizing the role of reflecting, revising, and editing in the process, Engaging in the collaborative and social aspects of writing processes, such as learning to give and to act on productive feedback to works in progress, both by and with peers and in one-on-one instructor conferences, Critically reflecting on how they may further develop and apply writing skills in the future.
SLO4 Develop knowledge of conventions by:	<ul style="list-style-type: none"> Demonstrating competency in grammar/s, punctuation, and spelling, Practicing genre conventions for structure, paragraphing, tone and mechanics, Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles.

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SLO4 Develop knowledge of conventions by:	<ul style="list-style-type: none">• Demonstrating competency in grammar/s, punctuation, and spelling,• Practicing genre conventions for structure, paragraphing, tone and mechanics,• Understanding the concepts of intellectual property that motivate documentation conventions through application of recognized citation styles.

NEW ENGL 110C SLOs (Revised 2023)

OUTCOME	DEMONSTRATES UNDERSTANDING THROUGH:
SLO 1: Develop rhetorical knowledge by	<ul style="list-style-type: none"> • Becoming aware of how writing and rhetorical conventions change according to audience and purpose • Practicing purposeful shifts in structure, content, diction, tone, formality, design, in accordance with the rhetorical situation
SLO 2: Develop critical thinking, reading, and information literacy skills by:	<ul style="list-style-type: none"> • Practicing a variety of close reading strategies, including pre-reading, activating background knowledge, making predictions, annotating, recognizing organizational patterns and types of support, and expanding vocabulary • Using writing as a tool for critical thinking and reflection, especially as relates to their own writing, reading, and learning experiences • Differentiating between different kinds of sources and discern their appropriateness for use in specific rhetorical contexts. • Critically evaluating and ethically utilizing online writing and research tools, like grammar checkers, bibliography creators and OpenAI language models • Incorporating sources into writing through summary, paraphrase, and quotations for purposes of interpretation, synthesis, response, and critique • Understanding the basic principles of citation, the different types of plagiarism, and the academic integrity expectations of ODU
SLO 3: Develop transferable strategies for writing processes by:	<ul style="list-style-type: none"> • Studying the foundational principles of Writing Studies and how they apply to their writing in this course, other courses, and their writing outside the university • Reflecting on all stages of the writing process to include how and why they can be adopted, modified, and used in different contexts now and in the future • Developing drafting and feedback skills through self reflection, peer review, and one-on-one conferences with the instructors
SLO 4: Develop knowledge of conventions by:	<ul style="list-style-type: none"> • Developing an understanding of linguistic structures, including grammars, punctuation, and spelling and how these are tied to audience, context, and culture • Practicing genre conventions for structure, paragraphing, tone, and mechanics and how these vary according to audience and context • Understanding the concepts of intellectual property that motivate documentation conventions and academic citation styles
SLO 5: Develop skills of student success and campus literacy by:	<ul style="list-style-type: none"> • Acquiring transferable skills for future classes to include time management, prioritization of tasks, note taking, study strategies, interpreting assignment sheets, and adapting to various teaching styles • Exploring the various social and supportive opportunities available on campus and/or online including academic tutoring and the Writing Center to cultivate a sense of identity and belonging as an ODU student • Building resilience as a student through mindfulness and reflection

NEW ENGL 211C SLOs (Revised 2023)

OUTCOME	DEMONSTRATES UNDERSTANDING THROUGH:
SLO 1: Apply rhetorical knowledge by:	<ul style="list-style-type: none"> • Rhetorically analyzing and reflecting on the conventions and requirements in specific genres as shaped by audience and context • Identifying how rhetorical situations differ across communities and disciplines • Transferring their understanding of fundamental concepts of rhetoric and writing studies, techniques, and structures to their own texts by adjusting structure, content, diction, and tone • Transitioning between varied rhetorical situations, contexts, and mediums for a range of audiences and purposes
SLO 2: Expand critical thinking, research, reading, and information literacy skills by:	<ul style="list-style-type: none"> • Expanding the close and critical reading strategies learned in ENGL 110 to include reading, annotating, understanding, and recognizing organizational patterns and types of support in scholarly and professional texts • Using writing as a tool for critical thinking and reflection, especially as it relates to understanding rhetoric and the principles of writing studies • Understanding the research process, including use of academic databases, locating primary and secondary research materials among library resources and evaluating them for relevance, credibility, sufficiency, accuracy, timeliness, and bias • Incorporating rhetorically appropriate sources into writing through primary research and/or data collection to emphasize the conversation between texts and how those texts relate to students' analysis and arguments • Critically and ethically utilizing online writing and research tools, like grammar checkers, bibliography creators and OpenAI language models, as they compose their research projects
SLO 3: Develop transferable strategies for writing processes by:	<ul style="list-style-type: none"> • Studying the foundational principles of Writing Studies and how they apply to students' development as writers in this course, their upper-level courses, and in professional work • Understanding strategies for academic and professional writing processes, including understanding the various stages of a research project, working on multiple drafts of a writing project, and learning to give and to act on productive feedback to works in progress • Adapting composing strategies to meet the rhetorical expectations of specific genres and reflecting on their employment of specific techniques and conventions
SLO 4: Further develop knowledge of conventions by:	<ul style="list-style-type: none"> • Refining the understanding of linguistic structures, including grammars, punctuation, and spelling, and how these are tied to audience, context, and culture • Practicing genre conventions for structure, paragraphing, tone, and mechanics and how these vary according to audience and context in academic and professional discourse • Understanding the principles behind conventions of academic citation, including variance across disciplines and how to learn citation styles for various disciplines
SLO 5: Develop skills for advanced study and professional success by	<ul style="list-style-type: none"> • Engaging rhetorical principles and considering their place within the production of professional texts. • Exploring professionalization opportunities and resources available on campus, offered through their majors, and/or in the community, such as internships and Career Services. • Using their understanding of rhetoric to cultivate ethos and inform their academic, public, and professional communication.

Proposal: Reconfiguring the ENGL 2C General Education Composition Courses**

Executive Summary	1
Overview	2
Background	2
Recommended Reconfiguration	3
Rationale and Review Process	3
Review of Literature	7
Implementation and Communication Plan	8
References:	9

Executive Summary

ODU's University Writing Program Requirements require each student to pass two general education composition courses offered by the English Department with a C or better before moving on to a required writing-intensive course within their major. A move to one main 200-level composition course is being proposed to provide a more unified approach to the second course in this series, to give more emphasis to rhetorical principles to facilitate transfer, and to improve vertical alignment between composition requirements. This proposed model does include opportunities for themed and major-specific sections based on faculty interest and programmatic needs.

This approach addresses several challenges with the current 200-level class configuration that were identified during a multi-year review, including problems with course identity, course audience, faculty preparation, textbook selection, and advising across campus.

Literature reviewed for the proposal from within rhetoric and composition scholarship supports this move with discussions of overt rhetorical teaching and transfer and pedagogical attention to teaching both rhetoric concepts and genres as socially situated and contextually dependent.

An implementation and communication plan over the course of AY 22-23 and 23-24, pending approval at the appropriate levels, has been deemed feasible. The major milestones include seeking feedback from associate deans, chairs, and advisors across campus, submitting the proposal to Committee A for approval, designing professional development modules and teaching resources for faculty, developing a process for approval and advertising of themed sections, and communicating with Academic Advising. The student learning outcomes will need only minimal revision with this proposed change. If this proposal is approved, the SLOs will be revised and submitted to Committee A in early spring 2023 for approval.

Overview

This proposal recommends updating the course titles and descriptions for two general education composition courses in the English Department: ENGL 211C and ENGL 231C. These revised titles and descriptions would also affect ENGL 226C and 228C (Honors sections of 211C and 231C). ENGL 211C will be the course taken by most students with a focus on rhetorical principles for the purpose of improving transfer to their upper division course as well as providing a more clear bridge between 100-level general education composition and the upper division W course. ENGL 231C will be revised and retained as a themed course that can be directed to a specific population of students or pedagogical interest. We expect future and consistently offered ENGL 231 sections will include sections that are: disciplinarily themed, such as Writing for Engineering; workplace focused, such Writing for Medical Professions; and shared purposes, such as Writing for Community Activism and Public Policy. Offerings will be based on staffing and experience, and we welcome cross-disciplinary collaboration in developing course topics and curriculums. ENGL 221C will be deactivated.

Background

Old Dominion University requires each undergraduate student to pass two general education composition (C) courses with a C or better. These courses are part of the University Writing Program Requirements ([catalog link](#)):

All students enrolled in undergraduate degree programs must pass ENGL 110C or ENGL 126C (Honors) or their transfer equivalency with a grade of C (2.0) or better in order to register for ENGL 211C/ ENGL 226C (Honors) or ENGL 221C/ ENGL 227C (Honors) or ENGL 231C/ ENGL 228C (Honors).

Students must also pass ENGL 211C/ ENGL 226C (Honors) or ENGL 221C/ ENGL 227C (Honors) or ENGL 231C/ ENGL 228C (Honors) or their transfer equivalency with a grade of C (2.0) or better in order to register for a writing intensive (W) course.

These 200-level general education composition courses are currently organized into three options according to general discipline:

ENGL 211C: Introduction to Academic Writing

ENGL 221C: Introduction to Business, Education, and Social Science Writing

ENGL 231C: Introduction to Technical and Scientific Writing

Recommended Reconfiguration

To enhance the focus and identity of these courses and underscore their value in the General Education curriculum as research writing courses, we propose the following reconfiguration:

ENGL 211C: Writing, Rhetoric, and Research

~~ENGL 221C~~ *Deactivate*

ENGL 231C: Writing, Rhetoric, and Research: Special Topics

This reconfiguration will allow for a more focused and unified 200-level writing requirement across the university, which will:

- Enhance the vertical alignment of outcomes in the University Writing Program Requirements, from ENGL 110C through the upper-division writing-intensive courses in the major
- Offer more opportunities for metacognition, reflection, and dynamic transfer
- Provide more meaningful professional development opportunities and ensure that all composition faculty are prepared to teach all composition courses
- Emphasize the importance of rhetorical principles along with reflective processes in applying rhetoric to various audiences by including “Rhetoric” in the course title
- Emphasize the course’s key difference from the 100-level course by including “Research” in the course title.
- Still include opportunities for major-specific teaching of Writing, Rhetoric, and Research through special sections under the ENGL 231C heading that can be targeted to specific colleges, majors, or themes.
- Make the scheduling and advising process more streamlined and efficient

Rationale and Review Process

Since 2010, the ODU English Department has offered these three courses using the current configuration, but the English Department’s General Education Committee identified a need to review the 200-level courses in AY 19-20 as part of a large-scale evaluation of the General Education Composition program. The main concerns expressed by the committee, by faculty experts in rhetoric and composition, and by those who teach general education composition included concerns about course identity, course audience, advising, faculty preparation, and transfer. The Director of General Education Composition, who has overseen staffing of these courses since 2016, also noted frequent difficulty in finding faculty to teach some of the more specialized sections in the current configuration (ENGL 221C and 231C), especially with the unclear course identity noted above and a high rate of part-time faculty turnover.

Master Lecturer and Director of General Education Composition Jenn Sloggie and Associate Professor and Associate Chair of Writing Studies and General Education Kristi Costello initiated this review in AY 19-20 and established a working group as part of the Composition Subcommittee. That work was put on hold when the University closed because of the COVID-19 pandemic.

In summer, 2021, this review work began again, and in AY 21-22 the Composition Subcommittee (chaired by Sloggie) convened a 231C Working Group (led by Senior Lecturer Michelle “Dee” Heart and Associate Professor Julia Romberger), a survey of ENGL 211C instructors (led by Sloggie and Senior Lecturer Meg Boeshart), and a survey of ENGL 221C instructors (led by Senior Lecturer Megan McKittrick). Sloggie and Writing Program Graduate Assistant Sashika Priyabhani Jayatillake also collected information about how students are advised to enroll in the 200-level courses in each major. Copies of the reports and survey results from these working groups are available [here](#).

The results of 2021-2022 survey of the faculty teaching these courses suggest these courses are regarded as a valuable part of the curriculum, largely because they build on freshman composition by infusing academic research skills into the writing process and aim to prepare students for the writing-intensive courses in their majors; however, faculty noted challenges with this current arrangement, particularly in regard to course identity and focus, default textbook concerns, and advising/scheduling challenges.

Course Identity and Focus:

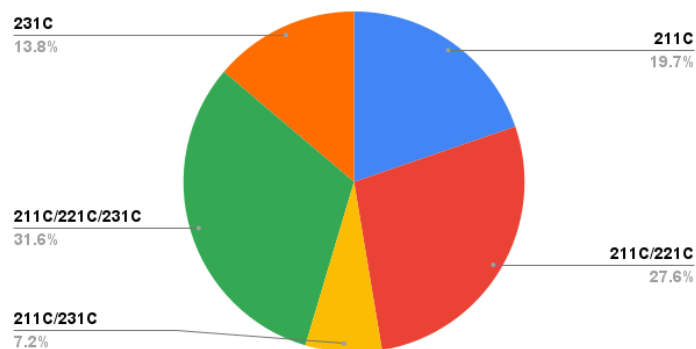
- 211C: Faculty noted concerns about the course and default textbook's focus on "a specific genre, the academic/argument research paper" and whether that genre is "being taught enough throughout the university to warrant a course dedicated to it now." Several faculty noted difficulty getting students to understand the value of the course to their future academic experiences and/or careers. Several faculty shared concerns about student preparation for and engagement with the course objectives.
- 221C: As a course labeled "Writing in Business, Education, and Social Sciences," it casts a wide net. Instructors tend to focus on field work and ethnographic research, aligning with the default textbook, and they justify this focus as cultural awareness can benefit all students. Although the course is intended to serve students in business, education, and social sciences, faculty feedback indicates that the course is functionally a writing in the disciplines (WID) course with an emphasis on social science research and writing genres, despite having business writing in its name. There are other issues too, which can be found discussed in [the report here](#).
- 231C: The course is titled "Introduction to Technical and Scientific Writing," but the list of assignments that faculty felt worked well demonstrates the bifurcated understanding of what the course should be: typical technical writing genres such as feasibility reports, usability studies, instruction manuals, technical analysis were listed, and academic genres such as research proposals, research reviews, and research reports were also listed. The 231 course functionally is taught by most faculty as a WID course, despite having technical writing in its name. There are other issues too, which can be found discussed in [the report here](#).

Default Textbook Concerns:

- 211C: Faculty had concerns about the default textbook's focus on the argument genre and the price of the textbook, and one noted that the default textbook "it isn't really necessary for experienced instructors." 68% of faculty who responded supplement the textbook with open educational resources (OERs).
- 221C: Responses suggest the default textbook falls short in addressing more advanced research, both conducting primary research and deciphering secondary sources, and there is some doubt over whether primary research methods should be performed in this course. It also falls short in addressing specific genres and approaches in business writing.
- 231C: It seems clear from the feedback that the default textbook isn't working well on its own despite its value; although, finding a textbook that is both Writing in the (STEM) Disciplines and Tech Comm focused is a tall ask.

Advising and Scheduling Challenges: Since its implementation in 2010, ENGL 211C has served functionally as a catch-all course. Faculty report often having business or art majors in ENGL 231 alongside computer engineering and biology students, for example. In the current model, students seem to be registering for the courses without a great deal of regard as to what will work best for them. The frequent placement of students in ENGL 211C is likely a confluence of issues including struggles with standardizing advising across such a large student population, students choosing what works best for their schedule regardless of their major, as well as a bit of confusion as to what is actually being taught and how this lines up with the types of research writing students will encounter in their major.

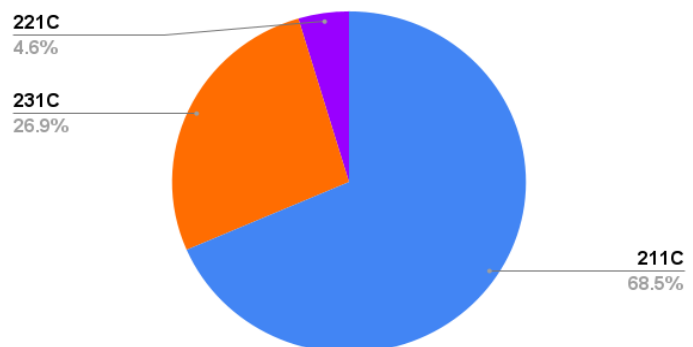
Which 200-level comp do majors require?



According to data gathered from the AY 21-22 curriculum sheets ([link](#)), **86.2% of majors currently allow students to take 211C**. The remaining 13.8% require 231C (12 majors in Sciences, 9 in Engineering, and 1 in Health Sciences). There are no majors that require students to take 221C to graduate. 31.6% of majors allow students to take *any* of the three classes, and 34.8% of majors allow students to choose 211C or one of the specialized courses.

The majority of students take Engl 211. According to data gathered by the Office of Institutional Effectiveness and Assessment ([link](#)), in fall 2019, for example, 1038 students took a 200-level English course. Of those, **711 took ENGL 211C (68.5%)**, 279 took ENGL 231C (26.9%), 48 took ENGL 221C (4.6%).

Which 200-level comp did students take? (Fall 2019)



An additional challenge with the current configuration, according to Sloggie (Director of Gen Ed Composition) is consistent difficulty finding faculty who are prepared to teach the more specialized sections of ENGL 221C and 231C. This is partly because of their unclear course identity and often unfocused audience as noted above, but it is also exacerbated by the extremely high turnover of part-time faculty who teach the vast majority of general education composition courses. **In fall 2022, for example, adjuncts are teaching 68% of the 200-level sections, and 29% of current 200-level faculty have been hired within the last 13 months.**

In summer 2022, Master Lecturer and Director of Writing Placement and Support Mary Beth Pennington and Senior Lecturer AJ Nolan joined the 200-level review working group after serving as raters in the May 200-level Composition Assessment (led by The Office of Institutional Effectiveness and Assessment). Members of the working group consulted with entities on campus and researched composition programs across the Commonwealth of Virginia and at nineteen peer institutions, and ultimately they proposed several potential models for our 200-level composition courses. You can view copies of these proposals [here](#).

In August, the group came together to review the proposed models and make a recommendation for this reconfiguration. Costello and Sloggie invited QEP Director Remica Bingham-Risher to join the working group to help develop the final proposed model and ensure its alignment with the goals and outcomes of upper-level writing-intensive courses across campus. Rhetoric and composition experts and Associate Professors in the English Department, Kevin DePew and Dan Richards, were also invited to provide guidance and feedback over the summer and early fall. Nolan, Romberger, and Sloggie took the lead in drafting this proposal.

This proposed reconfiguration will ensure that all students, regardless of major, will benefit from taking ENGL 211C in preparation for their writing-intensive course in their major. Instead of teaching students specific genres based on assumptions of homogeneity, having one 211C class emphasizes the expectation of difference among students, and thus underlines the importance of *foregrounding rhetorical awareness of the communicative strategies used to develop written documents and analysis of varying forms and how to then carry those skills of rhetorical awareness with them into their majors* (see Literature Review). Since the focus is not on teaching specific forms, but rather on how to decode and understand forms, there is no need to separate students by majors.

While the focus of this reconfiguration is the development of one ENGL 211C class that better serves all, this new model will also allow for some specialization with more targeted audiences using the ENGL 231C course number for specific thematic classes that are still taught with a rhetoric focus, in a course titled: Writing, Rhetoric, and Research: Special Topics. Sections of these will be offered in consultation with the programs they are intended to serve and will be advertised to students based on theme or to students in the majors for which specific sections might be offered. The majors that currently require ENGL 231C: Introduction to Technical and Scientific Writing, for example, may consult with the Director of Gen Ed Composition to develop themed sections to serve those majors.

Review of Literature

It is generally agreed that the success of First Year Composition (FYC) programs depends on the quality of the dynamic transfer of writing skills from FYC to their major level coursework (Olson, Wendy, and Kim, 2022; Hayes, Ferris, and Whithaus, 2016). As we know from Wardles' work on genre and its relation to first year composition (2009), what is taught in general

education composition classes often is not reflective of genres encountered in writing situations that students find themselves in throughout the rest of their academic and professional careers, and this can impede successful transfer (Downs and Wardle, 2007; Hayes, Ferris, and Whithaus, 2016). Wardle's (2009) recommendations to teach students "about writing in the university" (p. 767) is the basis for this proposal. Teaching students rhetorical analysis and production in a way that supports transfer (Hayes, Ferris, and Whithaus, 2016) can begin with being overt about the fact that the genre examples in the writing space of the classroom, just like any other, are, in rhetorical and sociological understandings, social constructs that fit particular purposes for particular audiences and change and evolve over time to meet changing rhetorical situations within various communities of practice (Miller, 1984; Bawarshi and Reiff, 2010; Wenger, 1999). This kind of discussion regarding the rhetorical function of genres lends itself to the type of transfer that is an important goal of all writing instruction (Hayes, Ferris, and Whithaus, 2016) so that students are thus prepared to adapt to the various genres they will encounter (Downs and Wardle, 2007, p. 578). In addition, an approach that focuses on writing studies and rhetoric avoids a common issue of thematic approaches to composition in which the theme or hybrid "Writing in the Disciplines" content overshadows and distracts students from the focus on writing (Downs & Wardle, 2007, p. 578). While, as argued by Nielsen (2019), there still can be a place for themes and research other than writing studies, the fundamental tenet of composition courses is understanding the underlying principles of writing studies and rhetoric.

Focusing the second of the FYC courses on a fundamentally rhetorically grounded approach, instead of WID, is supported by a review of nineteen ODU ["peer institutions,"](#) in which only Illinois State University and the University of North Carolina at Greensboro (UNCG) offers two or three options for its 200 level composition class, a general option, one oriented toward business writing, and in the case of UNCG, a course oriented toward public writing. Ohio University also differs from the norm in that they offer a 300 level writing class instead of a 200 level, some of which are taught in the English department and others of which are offered in the majors. The ones offered in the English department "include ENG 3080J, Writing and Rhetoric II, ENG 3090J, Writing in the Sciences, ENG 3100J, Writing about Environmental Sustainability, and ENG 3030J, Writing, Reading, and Rhetoric in the Professions." All other universities, including many that have received CCCC Excellence Awards for their Writing Programs, offer a general class on Academic Writing that focuses on "the fundamentals of rhetoric to the research process" (Ball State) and "the goal of helping students to become effective writers of intellectual arguments in response to genre- and discipline-based works from a variety of fields" (Montclair). Some universities still promote field specific research in these classes, like Illinois State's course in which students "research, analyze, and write in their chosen academic disciplines" or at Rowan, in which students "choose a current, controversial issue that people are talking about right now and join public and/or academic conversations about it, basing your own arguments on your research," but the uniting concept of these classes is that they do not contain a WID approach at the freshman and sophomore level, but rather focus on the fundamental understanding of rhetoric as applied to various types of specific research.

Proposed New Course Descriptions

ENGL 211C. Writing, Rhetoric, and Research. 3 Credits.

To foster dynamic transfer into major-level writing courses, this course emphasizes academic literacy and the skills necessary to decode and understand the writing process, the fundamental rhetorical principles of writing, and the research process and how they adapt to shifting requirements of audience, subject matter, and context. *It is recommended that students take this course in their sophomore year.* Prerequisites: ENGL 110C with a grade of C or higher.

ENGL 231C. Writing, Rhetoric, and Research: Special Topics. 3 Credits.

A special themed section of ENGL 211C Writing, Rhetoric, and Research that is recommended for specific populations of students according to discipline, workplace, or other shared purpose. This course emphasizes academic literacy and the skills necessary to decode and understand the writing process, fundamental rhetorical principles of writing, and research, with a focus on the expectations of specific audience/s and in response to emerging rhetorical situations, thus fostering dynamic transfer into future work. The themes of these sections will be more fully described in information distributed to academic advisors. *It is recommended that students take this course in their sophomore year.* Prerequisites: ENGL 110C with a grade of C or higher.

Implementation and Communication Plan

Feedback from stakeholders across campus will be solicited in person, via Zoom meetings, and via an online [feedback form](#). Feedback received during these sharing sessions will inform revisions to the implementation and communication plan as necessary.

- Costello and Sloggie have requested individual meetings with the associate deans of the three colleges with majors that currently require ENGL 231C: Batten College of Engineering and Technology (9 majors), College of Sciences (12 majors), College of Health Sciences (1 major), to present the proposal and solicit feedback.
- Sloggie will be attending the Excellence in Advising meeting on October 11 to share the proposal and receive feedback from advisors across campus.
- Costello and Sloggie have asked Interim English Department Chair Angelica Huizar for guidance on sharing the proposal with chairs, and she requested that it be added to the agenda of the Arts & Letters Chairs' Monthly Meeting on October 18. Associate Dean Martha Daas instead requested that we send her the proposal and feedback form so she can email it out to Arts & Letters chairs and associate deans across campus.
- University Writing Council Chair Costello is inviting members of the working group, associate deans, and the Arts & Letters Committee A representative to an October meeting during which this proposal will be shared and those who developed this proposal can answer questions and note concerns. The University Writing Council is a university committee that includes writing support stakeholders from across campus and faculty representatives from each college.

This proposal will be submitted to Committee A on October 5, 2022 for final approval of the reconfiguration of ENGL 211C and 231C and the deactivation of ENGL 221C.

If this reconfiguration is approved for the AY 23-24 catalog, the Composition Subcommittee will focus on reviewing and revising the ENGL 211C SLOs and curriculum guidelines, design professional development modules, select a recommended textbook, and collect and develop teaching resources for faculty in spring 2023. Sloggie will communicate with department chairs and advising to determine how many sections of 231C should be offered in AY 23-24 and for which audiences, develop a process for proposal and approval of themed sections, and coordinate with Academic Advising to advertise the themed courses.

References:

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DATE: October 18, 2022

TO: Professor Jenn Sloggie; Dr. Huizar, Interim Chair, English Department

CC: Dr. Delbrugge, Dean, College of Arts&Letters; Mrs. Judy Bowman, Assistant Vice President for Undergraduate Studies

FROM: Dr. Tatyana Lobova, Chair Faculty Senate Committee A – Undergraduate Curriculum

RE: Proposal for Reconfiguring the ENGL 2xx C General Education Composition Courses

Faculty Senate Committee A has met on October 13th and discussed Prof. Sloggie proposal for reconfiguring the ENGL 2xx C General Education Composition Courses. I am pleased to inform you that the proposed changes in the submitted courses were supported. Revisions to ENGL 211C and 231C and deactivation of 221C were submitted in Courseleaf.

Committee A would like to thank Prof. Sloggie and other department members for such thorough job in this revision and for this professional proposal that made our work much easier.

Please be aware that all general education courses are subject to assessment by the University's General Education Assessment Committee (GEAC). These assessments are done on a scheduled rolling basis and require that instructors of such courses consent to the submission of course artifacts (papers, lab reports, tests, etc.) to the Committee for evaluation against the outcomes established for that general education competency. Thank you for all the hard work you do in creating this opportunity for our undergraduate students. Please let me or Judy Bowman know if you have further questions.

Kind Regards,

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