Communication
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): English

2. Course prefix and number: ENGL 103

3. Texas Common Course Number: ENGL 1301

4. Complete course title: Introduction to Composition and Rhetoric

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Creative Arts
   - Mathematics
   - American History
   - Life and Physical Sciences
   - Government/Political Science
   - Language, Philosophy and Culture
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? every summer

9. Number of class sections per semester: 1 - 2

10. Number of students per semester: 25 - 50

11. Historic annual enrollment for the last three years:

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

12. Submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: COURC M. HAWKES
   Date: 5-28-13
   
   Approvals:

   Date: 5/29/13

14. Department Head
   Date: 6/24/13

15. College Dean/Designee
   Date:

   For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

   See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ENGL 103 involves the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style. Students will communicate with one another in class discussions as they read, evaluate and respond to the ideas of others, expressed both in writing and in the visual images that accompany and illuminate the written discourse. The course focuses on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas in various types of written and oral discourse and the visual linages that represent those ideas. The evaluation of critical thinking skills will be based on written work, quizzes, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings and accompanying visual images and through regular practice in various forms of writing. The evaluation of communication skills will be based on written work, quizzes and/or participation during class discussions, individually and/or in teamed groups.
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Core Curriculum

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Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

*Teamwork (T)*: The course enhances the ability to work in teams by providing students with regular opportunities to collaborate with classmates on invention and pre-writing and on peer critique. The evaluation of teamwork ability will be based on participation, written self-reports and peer evaluation of collaborative pre-writing and brainstorming sessions and peer critiques.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

*Personal Responsibility (PR)*: The course teaches personal responsibility by enhancing students’ understanding of how to read and listen thoughtfully and to assess and respond appropriately to assertions made by text authors and their own classmates. They will also learn how to use sources ethically while composing an academic argument. The evaluation of personal responsibility will be based on assignments in which students are expected to ethically cite another person’s work in written research essay. In addition, written assignments will be evaluated based on the students’ ability to reflect on and respond to ideas in possible contradiction to their own in a respectful and appropriate manner for an academic setting.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course title and number  ENGL 103:
Term (e.g., Fall 200X) Summer II, 2014
Meeting times and location  tba

Course Description and Prerequisites

Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Prerequisite: None

Learning Outcomes

Upon successful completion of this course, students will:
1. Apply appropriate methods in individual and collaborative writing processes.
2. Support their ideas with appropriate evidence and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

Core Curriculum Objectives:

- Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas in various types of written and oral discourse and the visual images that represent those ideas.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings and accompanying visual images and through regular practice in various forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities to collaborate with classmates on invention and pre-writing and on peer critique.
- Personal Responsibility (PR): The course teaches personal responsibility by enhancing students' understanding of how to read and listen thoughtfully and to assess and respond appropriately to assertions made by text authors and their own classmates. They will also learn how to use sources ethically while composing an academic argument.
Assessment of Core Objectives:

- CTS: The assessment of critical thinking skills will be based on written work, quizzes, and/or participation in class discussions.
- CS: The assessment of communication skills will be based on written work, exams and/or participation during class discussions, individually and/or in teamed groups.
- T: The assessment of teamwork ability will be based on participation, written reports and peer evaluation of collaborative pre-writing and brainstorming sessions and peer critiques.
- PR: The assessment of personal responsibility will be based on assignments in which students are expected to ethically cite another person’s work in written research essay. In addition, written assignments will be evaluated based on the students’ ability to reflect on and respond to ideas in possible contradiction to their own in a respectful and appropriate manner for an academic setting.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Cecelia Hawkins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-845-3452</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:c-hawkins@tamu.edu">c-hawkins@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>T/TR 12:00 – 2:00</td>
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<td>Office location</td>
<td>LAAH XXX</td>
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Textbook


Grading Policies

Attendance and Absenteeism: see policies in general: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07), and policies in particular, Student Rules 7.1.6.1 and 7.1.6.2. Students are required to be in class at the stated times, and to turn in work as instructed, on the stated due dates.

Grading Scale:  
A (90-100)  
B (80-89)  
C (70-79)  
D (60-69)  
F (0-59)

Grade Distribution:  
4 - 200 word in class writing assignments @ 5% each = 20% of total grade  
4 - 500-word essays @ 15% each = 60% of total grade  
4 - first drafts/peer critiques = 2.5% each = 10%  
10 quizzes (averaged) = 10%

Brainstorming and pre-writing for the short (200-word) writing assignments may be conducted either as homework or in class in teams with the resulting final draft of each short writing
assignment being written during the class period.

There will be a quiz on each reading assignment at the beginning of the class period for which it has been assigned.

First drafts of the 500-word essays will be due at the last class period of the week for which they are listed. Peer critiques will be conducted during class when each first draft is due. Final drafts are due the first class period of the week in which they are listed.

**Course Topics and Assignment Dates**

All pages refer to the textbook. More specific deadlines, due dates and instructions will be posted weekly on the class eCampus site.

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<th>Topic</th>
<th>Required Reading</th>
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<td>Division/Analysis/Classification</td>
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<td>Process Analysis</td>
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<td>In class writing assignment</td>
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<td>7</td>
<td>Comparison/Contrast</td>
<td>pp. 208 - 243</td>
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<td>First draft essay (C/C) due &amp; peer critique</td>
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<td>8</td>
<td>Comparison/Contrast, cont.</td>
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<td>9</td>
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<td>Final draft essay (C/E) due</td>
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<td>14</td>
<td>Argument &amp; Persuasion, cont</td>
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<tr>
<td></td>
<td>First draft essay (A&amp;P) due &amp; peer critique</td>
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Final Exam: Final draft of A & P essay due at final exam (tba)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu

"An Aggie does not lie, cheat, or steal, or tolerate those who do."