Texas A&M University
Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

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

2. Course prefix and number: ENGL 104

3. Texas Common Course Number: 1302

4. Complete course title: Composition and Rhetoric

5. Semester credit hours: 03

6. This request is for consideration in the following Foundational Component Area:

   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [ ] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [ ] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   - [ ] Yes
   - [x] No

8. How frequently will the class be offered? Every spring, fall and summer semester

9. Number of class sections per semester: 25 - 30

10. Number of students per semester: 650 - 1300

11. Historic annual enrollment for the last three years: 1635 1892 2069

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

12. Submitted by: Christine Murray, Ph.D. 2/14/13

   Course Instructor

   Approvals: 

   Department Head: 2/14/13

   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?

The course addresses the Foundational Component Area in the following four ways:

This course introduces students to the principles of rhetoric and provides them with foundational writing skills essential for the completion of researched, persuasive writing for a variety of audiences, particularly the academic community. Reading assignments focus on analysis of rhetorical modes. Writing assignments focus on development of personal responsibility, awareness of audience, purpose, style, and proper use of grammar, syntax and mechanics. English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and the use of persuasive appeals. The sequence also offers extensive practice in drafting, revising, and editing researched persuasive essays that support a clear thesis statement with relevant evidence.

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):

CTS: The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas about persuasive discourse. The evaluation of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.

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

CS: The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings through regular practice in persuasive forms of writing. The evaluation of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teamed groups.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):
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T: The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentation skills, and classroom tasks. The evaluation of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.

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

PR: The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues. The evaluation of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing an oral presentation and/or written research essay.

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: English 104-507: Composition and Rhetoric

Term: Spring 2013

Meeting times/location: TR 2:20-3:45 LAAH 551

Instructor: Christine Murray, Ph.D. Email: chris_murray@tamu.edu Tel: 979-847-4550

Office Hours/Location: M 12:00-2:00, T4:00-5:00, and by appointment/ LAAH 358

Catalog Course Description:

Engl. 104: Composition and Rhetoric. (3-0). Credit 3. Focus on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills.

Course Description:

This course introduces students to the principles of rhetoric and provides them with foundational writing skills essential for the completion of researched, persuasive writing for a variety of audiences, particularly the academic community. Reading assignments focus on analysis of rhetorical modes. Writing assignments focus on development of personal responsibility, awareness of audience, purpose, style, and proper use of grammar, syntax and mechanics. English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and in the use of persuasive appeals. The sequence also offers extensive practice in drafting, revising, and editing researched persuasive essays that support a clear thesis statement with relevant evidence. No college courses are prerequisite.

Learning Outcomes:

At the end of the semester, students will be able to do the following:

- Communicate clearly by writing persuasive academic essays appropriate to subject, occasion, and audience.
- Communicate clearly by using appropriate scholarly research, analytical reading, critical thinking, and the mastery of Standard Written English.
- Demonstrate awareness of key rhetorical concepts and use of critical thinking; demonstrate and enhance awareness of personal responsibility to compose researched, ethically cited, persuasive essays.
- Work effectively as team members in group-assignments while discussing, analyzing and writing various forms of persuasive communication.

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 about persuasive discourse.
- Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings; through regular practice in persuasive forms of writing.
- Teamwork (T): The course enhances the ability to work in teams by providing students with regular opportunities in and out of class to collaborate with classmates on relevant projects employing written skills, oral presentational skills, and classroom tasks.
- **Personal Responsibility (PR):** The course teaches personal responsibility by enhancing students’ understanding of how to use sources ethically while composing a persuasive argument or answer to an essay question; the course teaches personal responsibility by regular practice in teams and group discussion about ideas and issues.

**Assessment of Core Objectives:**

- **CTS:** The assessment of critical thinking skills will be based on written work, exams, oral presentations, and/or participation in class discussions.
- **CS:** The assessment of communication skills will be based on written work, exams, oral presentations, and/or participation during class discussions, individually and/or in teams.
- **T:** The assessment of teamwork ability will be based on participation in collaborative learning projects making interactive, cooperative use of differing points of view in course readings, writing assignments, and oral presentational skills to support a shared purpose or goal.
- **PR:** The assessment of personal responsibility will be based on assignments in which students are expected ethically to cite another person’s work in composing an oral presentation and/or written research essay.

**Required Textbooks (available at the University Bookstore):**


**Grading:**

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<thead>
<tr>
<th>Major Grade Categories/Assignments</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Consistent Participation in Teamwork Activities, In-class Discussions, and Other Classwork</td>
<td>15%</td>
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<tr>
<td>Major Writing Project 1: Comparative Analysis Essay</td>
<td>20%</td>
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<tr>
<td>Major Writing Project 2: Rhetorical Analysis Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 3: Annotated List of Works Cited</td>
<td>20%</td>
</tr>
<tr>
<td>Major Writing Project 4: Researched Persuasive Essay</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

**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.

**Requirements for the 4 Major Writing Projects:**

Students will receive a formal assignment instruction prompt for each of the major projects. The sequence of major written projects is designed to lead student writers through critical thinking and analysis of researched sources in a systematic process of development. All major assignments will involve learning how to ethically cite sources in building persuasive arguments, this will also be the primary goal of major assignment 3, Annotated Works Cited. Major Writing Projects 1, 2, and 4 are standard essays, including an introduction where context, background, and thesis statement are clearly communicated; a middle section of analysis and persuasion; and a standard essay-conclusion. The four major assignments are: 1. Comparative Analysis of differing sources enhances critical thinking and clear communication regarding an appropriate academic subject, occasion and audience (1000-1250
2. Rhetorical Analysis continues this process by enhancing awareness of the rhetorical elements of persuasive discourse (1000-1250 words); 3. Annotated List of Works Cited enhances understanding of research sources while emphasizing the ethical citation and documentation of research source (1000 words); 4. The Research Argument Essay combines lessons of Major Projects 1-3 while also focusing on the elements of persuasive discourse at sustained length (2500-3000 words). Overall, the Major Writing Projects will assess three core objectives: critical thinking, communication skills, and personal responsibility for original thought and ethically citing all sources. Format of Written Projects: All work must be typed on a computer and formatted according to MLA referencing guidelines. All work must demonstrate ethical practices of citation and documentation of all sources informing the work, in MLA format. A guide to MLA formatting style is available in the required textbook, *A Writer’s Reference*. Additionally, regular lessons and practice in how ethically to cite sources in MLA form and style are scheduled for Unit 1 of the course.

Major Writing Projects are graded based on clarity and persuasiveness of argument; knowledge of the issue-topic and sources used; accurate, ethically citing of all sources in proper MLA form; and appropriate use of grammar and mechanics.

Make-up work for absences is only acceptable with university-approved documentation. Other reasons for late work are unacceptable and will be graded as zero. See university policies at [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

Participation Requirements (15%): Students are expected to keep up with the course readings, writings, and other assignments. The participation grade is based on evidence of preparation (completed readings), demonstration of critical thinking and clear communication in the forms of classroom discussion and written responses, as well as asking questions, responding to instructor’s questions, and engaging in cooperative teamwork and debate with classmates.

Americans with Disabilities Act (ADA): 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](http://disability.tamu.edu)

Academic Integrity: "An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
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<tbody>
<tr>
<td></td>
<td>• Course Introduction, Different Kinds of Writing, What is Academic Writing, MLA Form</td>
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</table>
2 Organizing Academic Papers, Intro to Comparative Analysis, Critical Thinking Team work in class. Choosing an Essay Topic, Understanding the Rhetorical Situation and Audience; Global Idea Development; Teamwork and Personal Responsibility in writing and discussion
3 Treating Sources Fairly, Plagiarism and Academic Integrity, Turnitin.com, Thesis Statements, Essay Introductions and Conclusions, Essay Planning
4 Classwork exercises on Grammar, Mechanics, Editing and Revision, Peer Edits. Major Writing Project 1 due: Comparative Analysis Essay.

UNIT 2: Rhetorical Analysis
Introduction to Rhetoric, Rhetorical Situation, Rhetoric in Persuasive Writing
Rhetorical Modes of Appeal and Logical Fallacies
Picking a Research Topic, Using Rhetoric, Writing with clarity, Writing: Exposition, and Analysis


UNIT 3: Annotated Bibliographic Research
Introduction to Research, Planning for Academic Research, Using the Library, Plagiarism
Conducting Web-Based Research, Evaluating Sources, MLA Formatting and Citations, Citation Generators Annotations, Paraphrasing, Summarizing, Quotations, Evaluations. Major Writing Project 3 due: Annotated List of Works Cited (MLA format).

UNIT 4: Researched Persuasive Writing Introduction to Academic Argument, Stasis Theory
Contradiction and Silo Arguments, Bias
Treating Sources Fairly, Integrating Research. Review on MLA Citations, Authority and Evidence, Thesis Statements, Conclusions
Peer reviews of Two Drafts of Project 4 with Revisions

14 Final Review of Grammar and Mechanics, Editing and Revision, Peer Edits, Question Sessions. Final Revision of Major Writing Project 4 due, Researched Persuasive Essay