



MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 01/19/2016

TO: Faculty Senate

FROM: Jack Kirby

DATE: December 2, 2015

SUBJECT: Curriculum Proposal #15-16-01, REV #1

English Course Changes and English Changes to General Studies

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-01. This proposal renumbers the 1000-level composition sequence, implements an Accelerated Learning Program to replace English, and changes the General Studies offerings for 1C: Written Communication.


C: Dr. Christina Lavorata
Dr. Deanna Shields
Dr. Robert Baker
Dr. James Matthews
Ms. Leslie Lovett
Ms. Cheri Gonzalez
Mr. Shayne Gervais





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: October 16, 2015

SUBJECT: Curriculum Proposal #15-16-01
English Course Changes and English Changes to General Studies

I recommend approval of the attached Curriculum Proposal 15-16-01. This proposal renumbers the 1000-level composition sequence, implements an Accelerated Learning Program to replace English, and changes the General Studies offerings for 1C: Written Communication.

C: Dr. Christina Lavorata
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Language and Literature

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JRobert.Baker@fairmontstate.edu

6 October 2015

Dr. Jack Kirby
Associate Provost
Fairmont State University
Campus

Dear Jack:

We approve the attached curriculum proposal that is being submitted to the Faculty Senate Curriculum Committee to renumber ENGL 1104, 1108, and 1109; to add an accelerated English component to ENGL 1104; and to revise the GS attributes each of these courses meet.

The proposal was passed by the faculty of Language and Literature.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "J. Robert Baker".

J. Robert Baker
Chair, Language and Literature

A handwritten signature in cursive script, appearing to read "Deanna Shields".

Deanna Shields
Dean, College of Liberal Arts



CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: _____

School/Department/Program: Liberal Arts/Language and Literature/English

Preparer/Contact Person: James Matthews

Telephone Extension: x4780

Date Originally Submitted: 1 October 2015

**Revision (Indicate date and label it
Revision #1, #2, etc.):** _____

Implementation Date Requested: August 15, 2016

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal renumbers the 1000-level composition sequence, implements an Accelerated Learning Program to replace English, and changes the General Studies offerings for 1C: Written Communication. A separate GS proposal for these changes will be submitted to the October GS committee meeting.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. 0

B. Addition of course(s) or credit(s) from program(s)

Total hours added. 0

C. Provision for interchangeable use of course(s) with program(s)

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.
- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

ENGL 1104 (now to be ENGL 1101) will become variable credit in order to accommodate an Accelerated Learning Program component for students who do not meet the HEPC's cut scores for admission to college composition. Mandated by the HEPC as a replacement for developmental courses, ALP is a mode of delivering developmental English content while mainstreaming students with low placement scores directly into the first college composition course. The fourth hour of ENGL 1104 for low-scoring students would involve no additional content. The student learning outcomes would remain exactly the same for both versions of the course. There would be no additional assignments. The idea behind the Accelerated Learning model is to provide reinforcement of the course material and assistance in meeting the outcomes and completing the assignments of the course. The supplemental instruction would involve more contact time for the students but no additions to the curriculum of the course.

Students who score below an 18 on the English section of the ACT, a 450 on the critical reading portion of the SAT-1, or 71 on the writing skills test of COMPASS are currently placed into a section of ENGL 0098 linked to a section of ENGL 1104. Those students will now be enrolled in a 4-credit section of ENGL 1101. Students who meet the cut scores for admission to college composition will be enrolled in a 3-credit section. Please see APPENDIX A for a revised course description.

Changes to course numbers

ENGL 1104: Written English I will be renumbered ENGL 1101 and will become a variable credit course (3-4). ENGL 1108: Written English II will be renumbered ENGL 1102. ENGL 1109: Technical Report Writing will be renumbered ENGL 1103.

Changes to General Studies inclusion

The following courses will be removed from GS attribute 1C Written Communication: ENGL 3332, Narrative & Descriptive Writing; ENGL 3333, Writing Non-Fiction; ENGL 3344, Writing Poetry; ENGL 3345, Writing Fiction; and HONR 1100, Honors Seminar.

ENGL 1109 (now to be ENGL 1103) will remain in General Studies attributes 1A: Critical Analysis and 1C; Written Communication and may be taken in place of ENGL 1108 as the second half of the required 6-credit sequence in Written Communication at the discretion of appropriate academic programs. ENGL 1109 (now to be ENGL 1103) will be removed from General Studies attributes 1D: Teamwork, 1F: Technology Literacy, and 1G: Oral Communications and added to General Studies attribute 1E; Information Literacy.

- F. Creation of new course(s). For each new course

N/A

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

N/A

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

N/A

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee

N/A

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

This proposal affects no net gain or loss in program hours. Programs currently expecting students to use ENGL 1109 to meet General Studies attributes 1D: Teamwork, 1F: Technology Literacy, or 1G: Oral Communication will need to adjust General Studies hours accordingly.

Programs specifying ENGL 1109 for any of these GS attributes within the 2015-2016 catalog:

- BS in Criminal Justice
- BA in National Security and Intelligence
- BA in Political Science
- BS in Psychology
- BS in Chemistry
- BS in Aviation Technology
- BS in Mechanical Engineering Technology
- BS in Graphics Technology
- BS in Exercise Science

III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

In July 2011, the West Virginia HEPC mandated that all institutions in the state redesign their developmental English courses to reflect best practices and national reform initiatives. Our changes to FSU's composition sequence reflect both research in the field and a local three-year pilot program.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?


Most of the changes contained in this proposal reflect a need to "clean up" the situation of our writing courses. The course numbers of the basic composition sequence are still shared with the Pierpont CTC versions of these courses, which causes confusion on a number of fronts, including the archiving of assessment data in TaskStream. Changing those numbers will better reflect the current situation of our coursework, be simpler for students and advisors to understand, and allow us to improve assessment of these courses. The proposed numbering system is also more in line with the course numbers at most other colleges and universities.

The 3000-level writing courses that currently appear in the General Studies attribute 1C: Written Communication have no logical reason to do so. All students are required to fulfill that attribute with the basic composition sequence, making the presence of the upper level courses superfluous.

The current General Studies placement of ENGL 1109 is due to decisions made by Pierpont faculty when they "owned" the course. The proposed GS placement of ENGL 1103 reflects the vision of FSU faculty for the course. During the process of implementing the current incarnation of our General Studies program, several of the technical programs expressed interest in having their students complete the basic composition sequence with the technical writing course, which better reflects the needs of their students. The proposed changes bring ENGL 1109 (now to be ENGL 1103) into alignment with the GS placement of ENGL 1108.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
Sci Tech	Don Trisal	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
- VI. ADDITIONAL COMMENTS.

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College/School	Dean	Signature
School of Business	Richard Harvey	Richard Harvey

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College/School	Dean	Signature
SOE - HHP	Carolyn Crislip-Tacy	Carolyn Crislip-Tacy

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FINE ARTS	Robert E Mild, Jr	Robert E Mild Jr

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College/School	Dean	Signature
<i>School of Nursing & AHA</i>	<i>Sharon Boni</i>	<i>Sharon Boni</i>

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- VI. ADDITIONAL COMMENTS.

APPENDIX A

New catalog course description for ENGL 1101

ENGL 1101: Written English I (3-4 hrs.)

This course offers process-oriented practice in drafting, revising, and editing texts. Students learn the principles of expository writing, thesis formulation, organization, paragraph development, audience analysis, appropriate diction, and sentence structure. The course also includes an introduction to reading for content in texts selected from across the disciplines. Following WV state mandates, students scoring below 18 on the English section of the ACT, 450 in Critical Reading on the SAT-1, or 71 on the writing skills test of COMPASS, or the equivalent will be required to take an additional zero credit hour of supplemental instruction in English 1101, which will reinforce the skills necessary to generate college level essays. A “C” in English 1101 is a graduation requirement for all degrees.

ENGL 1102: Written English II (3 hrs.)

A continuation of Written English I that provides experience in analyzing and writing argument and persuasive prose. A central feature of the course is a library research project that is intended to develop familiarity with reference sources and skill in summarizing the diverse points of view of multiple sources. PR: A C or better in ENGL 1101. NOTE: the grade of “C” or better in ENGL 1102 is a graduation requirement for all degree programs that require this course.

ENGL 1103: Technical Report Writing (3 hrs.)

This course provides practice in writing expository documents and technical reports. In addition to scientific/technical reports and proposals, students also write business letters, memoranda, and other types of written communication common to the industrial and business worlds. PR: “C” or better in English 1101 (Written English I). NOTE: the grade of “C” or better in ENGL 1103 is a graduation requirement for all degree programs that require this course.