

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number ENGL 112 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Revise the catalog description for ENGL 112:

1). Change the name to "Composition and Researched Writing"

2.) Change the course description to reflect current teaching practices; "Uses practices of research as the basis for expository, critical, and persuasive research-based essays, including at least one annotated bibliography and accompanying 10-page research paper." Old description: "Expository, critical, and persuasive writing with research based on the reading of literary works."

3) Change course content to reflect #2 above.

We removed literature from ENGL112 and changed the course focus to researched writing more than a decade ago. We are finally correcting the course title and catalog description to more accurately represent these changes which represent current composition pedagogical practices. The syllabus is attached.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
✓1.	Title (description unchanged)	A	A	A		I		I
✓2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
✓4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Mike Delony</u>	<u>2/14/2020</u>
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<u>Jonathan Camp</u>	<u>03/06/2020</u>
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<u>Greg Straughn</u>	
Greg Straughn (Mar 18, 2020)	
_____	_____
<i>Signature</i>	<i>Approval date</i>
_____	_____
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
_____	_____
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
_____	_____
<i>Signature</i>	<i>Approval date</i>

Faculty	
_____	_____
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
_____	_____
<i>Signature</i>	<i>Approval date</i>

English 112.04/05/06: Composition and Researched Writing

Abilene Christian University
Fall 2019

Instructor: William Horn
Office: ADM 217 B
Office Hours: By Appointment

Phone: 325.518.9702 (cell)
Email: hornw@acu.edu
ACU Box: 28252

ACU's Mission:

"To educate students for Christian service and leadership throughout the world."

Prerequisites:

Credit for English 111.

Textbooks/Supplies:

Bullock, Richard, Michal Brody, Francine Weinberg. *The Little Seagull Handbook*. 3ed. New York: W.W. Norton, 2017.

Graff, Gerald, Cathy Birkenstein and Russel Durst. *They Say/I Say*. 4th ed. New York: W. W. Norton, 2014.

Spiral Notebook—for daily writing and note taking.

Pens—One Purple, One Red

1 Blue Book (ACU bookstore)

Course Description, Overview, Objectives and Format:

Building on the foundations of persuasive writing from English 111 (or English 106 and 107), English 112 focuses on incorporating texts into expository and persuasive writing. In 112, you will hone your ability to understand and avoid plagiarism, evaluate sources, and write from sources by using primary and secondary sources.

Student Learning Outcomes

Through completing the reading and writing assignments and participating in classroom activities, you should be able to:

Know & Employ

- Demonstrate knowledge of a range of texts regarding their credibility and use of argument.
- Employ multiple analytical and critical strategies to evaluate resources.
- Employ intellectually and ethically responsible strategies to engage these authors, texts and contexts.
- Utilize electronic forms of communication and mobile devices.

Read & Engage

- Read with an awareness of specific rhetorical and aesthetic features of texts as they advance argument.
- Read with an appreciation for the diverse historical, philosophical, theological, and socio-cultural contexts found in texts.
- Engage texts critically while maintaining openness to the ideas presented in them.
- Engage texts ethically, with fairness towards diverse worldviews.
- Engage texts interrogatively, with an awareness of one's own questions, values, and worldview.

Write & Produce

- Write using rhetorical strategies appropriate to specific rhetorical situations as determined by your purpose and the audience's needs.
- Write critically about topics.
- Write using sources and documentation rhetorically, appropriately, and ethically.
- Produce research projects that meet audience needs and that demonstrate competent handling of disciplinary conventions.

Discern & Value

- Discern the ethical dimensions of reading and producing texts.
- Discern the efficacy of various rhetorical and critical approaches in texts of all kinds—with an emphasis on research and on non-traditional texts, including non-fiction writings, performances, artifacts, and social customs.
- Discern one's own development as a reader, writer, believer, and citizen.
- Value learning that is holistic and that furthers the pursuit of truth, justice, and human dignity.
- Value your community within the academy by participating responsibly in intellectual, civic, social, and faith activities.
- Value the interaction of religious faith with researched writing, engaging it from a faith-based perspective.

Finally, I expect each of us to approach and execute all tasks in a manner that reflects a Christian commitment to do “whatever you do, work[ing] at it with all your heart, as working for the Lord, not for [people]. (Colossians 3:23; NIV)

Caution on Offensive Language and Situations in Reading Assignments

You are not required to read material that you believe will be spiritually damaging. If you earnestly believe that a certain work will damage you spiritually, I will make a substitute assignment for you.

However, one attribute of a Christian education is the ability to respond intelligently and courageously to irreligious or anti-religious works of art. A person who earnestly wants to be both a Christian and an educated person should recognize that mere offensiveness does not make a literary work spiritually damaging. Its offensiveness may, in fact, put a reader on guard spiritually.

Some literary works in this course may be offensive or disturbing to some readers. But it does not follow automatically that those works will influence every reader to heresy, worldliness, carnality, or spiritual despair. To equip Christian students to function as teachers, critics, writers, actors, etc., this course has to confront what's being written. That's why some assignments are made that may be distasteful.

While you are reading a challenging passage, ask yourself what the passage reveals about a character's worldview, motivation, or situation that helps you understand the theme of the work. Also, remember that personal spiritual growth often occurs when you are challenged by conflicting ideas.

Course Policies:

Attendance:

- English department policy requires that you attend at least eighty percent (80%) of the class meetings in order to receive credit for the course. More than 9 absences (MWF) or 6 absences (TR) – regardless of the reason – will result in automatic withdrawal from the course. Three tardies will be counted as one absence.
- If you miss class, it is your responsibility to get lecture notes and assignments before the next class period.
- In-class assignments and quizzes missed due to absence cannot be made up.

Late Work:

- Major papers turned in late will be penalized 10% per day late, including weekends. Homework and Daily work will not be accepted late.
- Failure to turn in an acceptable research paper will result in an F for the course.
- All major papers must be submitted per the assignment specifications in order to pass the course.
- The final exam must be taken in order to pass the course.
- Always, always back up your work. I recommend saving all of your documents to a flash drive or e-mailing your work to yourself so that it can be accessed even if your computer crashes. Save all documents.

Academic Integrity Policy

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>.

Rationale for Policy

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore, are a form of lying. Specific examples of academic dishonesty in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.

Consequences of Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (lowering the grade on the assignment in which academic dishonesty occurred and/or assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

Appeal Process

If you would like to appeal a decision, then please follow this link to learn about how to file an appeal:
<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

Americans with Disabilities Act

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. **The Alpha Scholars Program** facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Course Assignments	Weight
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Essay Prep Work (Analysis Writings, Annotations, In Class Writings/Work etc.) These assignments will be connected to course readings and discussions. These responses must be at least 1-2 pages typed and cover the assigned material. I want you to explore an idea in writing and practice incorporating another voice in your writing. Responses dealing with particulars are far stronger than generalities, and you will cite specific passages (in-text citations) to support the idea. For the reflections and critiques, you will review texts or contexts, or you will be evaluating the degree to which plagiarism has occurred, and the implications of inaccuracies on the individuals involved.	10%
Essay #1: Research Narrative In-class essay explaining what you know about the research process—the process of locating effective sources, the research questions which might be addressed from the resources, and one direction you might take if writing a researched paper from the sources. 750 words maximum.	5%
Essay #2: Non-Traditional Text Essay 1000-1200 words writing using readings from the text and other non-traditional forms of text.	15%
Essay #3: Two Scholarly Source Essay This 1000-1200 word paper will be an evaluation of a specific topic using two scholarly source and other non-traditional sources.	20%
Annotated Bibliography of Research Paper Sources	10%
Research Paper A 2500-3000 word researched essay based on the topic and resources of the annotated bibliography. Includes all pre-writing and scaffold assignments (topic will be introduced by the professor in class).	30%
Final Exam: The Exit Essay 500-700 words responding to prompts written by the freshman composition committee in response to the exit reader in 100 minutes.	10%

Course Requirements: The grading scale is: A=90-100, B=80-89, C=70-79, D=60-69, F=59-0

I reserve the right at my discretion to modify the above requirements/policies as needed. My goal is to help you successfully complete this course. If you have difficulties please personally discuss with me any issues, concerns, or unexpected complications that you encounter this semester.

The ACU Writing Center, located in the new Learning Commons, welcomes all students who would like free assistance with their writing. Trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process—from planning and drafting to revising and editing. Hours of operation are posted at www.acu.edu/writingcenter. Please call 674-4833 for more information.

Et Cetera: 1 bluebook to use on the Final Exit Exam is due to me by week three of the course.

Finally: the best way to contact me is via text (325.518.9702) or email hornw@acu.edu. When you contact me please make sure to give me your name and the course you are in and your question.

Finally, while you will want to bring an iPad or your laptop to draft and to work on assignments, research argues that using a computer to take notes during class does NOT facilitate assimilation of ideas. Thus, **plan to take notes and daily writing using a writing utensil (pen/pencil) and spiral notebook** unless you have a reason approved by Alpha for an alternative method of note-taking. I will let you know in advance when to bring your laptop for writing assignments.