PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Revision to English 415: Theory/Practice of Composition

Initiating Unit or Individual: Languages and Literature
Contact Person's Name: Nathan Garrelts e-mail: garreltn1@ferris.edu phone: 231-591-3988

Date or Term of Proposal Implementation: 2020

☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☒ Group II - A – Minor curriculum clean-up and course changes
☐ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Academic Unit Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Faculty</td>
<td></td>
<td>2-3-11</td>
<td>Support</td>
</tr>
<tr>
<td>Department Head</td>
<td></td>
<td>2-3-11</td>
<td>Support</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td>2/17/11</td>
<td>Support</td>
</tr>
<tr>
<td>Dean</td>
<td></td>
<td>2/17/11</td>
<td>Support</td>
</tr>
<tr>
<td>University Curriculum Committee</td>
<td></td>
<td>4/1/11</td>
<td>Support</td>
</tr>
<tr>
<td>Senate</td>
<td></td>
<td>4/12/11</td>
<td>Support</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td></td>
<td>4/12/11</td>
<td>Support</td>
</tr>
</tbody>
</table>

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary
   (Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.
   Additional rationale may be attached.)

   ENGL 415 total course credit to be reduced from 4 credit hours to 3 credit hours. A one-hour-per-week
   practicum, which was part of the course when originally proposed is no longer conducted. Therefore,
   the credit for English 415 should be reduced from 4 to 3 credit hours.

2. Summary of All Course Action Required*
   a. Newly Created Courses to FSU:
      Prefix  Number  Title
   b. Courses to be Deleted From FSU Catalog:
      Prefix  Number  Title
   c. Existing Course(s) to be Modified:
      Prefix  Number  Title
      ENGL  415  Theory/Practice of Composition
   d. Addition of existing FSU courses to program
      Prefix  Number  Title
   e. Removal of existing FSU courses from program
      Prefix  Number  Title
3. Summary of All Consultations

Form Sent (B or C)  Date Sent  Responding Dept.  Date Received & by Whom
B                2-3-11          School of Education          2-3-11 Paul Blake

4. Will External Accreditation be Sought? (For new programs or certificates only)

   __________  Yes  _____X______  No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

   English Education Major Checksheet
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the chair/head of the department to be consulted.

2. The department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title Revision to English 415: Theory/Practice of Composition

Initiator(s): Nathan Garrelts
Proposal Contact: Nathan Garrelts Date Sent: 2-3-2011
Department: Languages and Literature Campus Address: 3080-A
(Please print)

Responding Department: School of Education
Chair/Head/Coordinator: Paul Blake Date Returned: Paul Blake

Based upon department faculty review on 2/5/11 (date), we

☑ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
PROGRAM, MAJOR, OR MINOR CHECK SHEET(S)

Insert both the current curriculum check sheet (if applicable) followed by proposed curriculum check sheet and/or "academic program requirements" list.

- LABEL CHECK SHEETS AS "FORM D CURRENT" and "FORM D PROPOSED."

- Checksheets should indicate total credits, General Education requirements per catalog guidelines (include course levels), and the minimum number of 300 and 400 level courses.

- Indicate all course prerequisites.

- Indicate any special admissions, continuation, or graduation requirements.
MODIFY COURSE
Course Data Entry Form

FORM F

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
2. If either prefix or number is being changed, use ‘Delete Course’ and ‘Create New Course’ forms rather than this form.

a. List the changes to be made (See Proposed Changes a through p below): Change required credit hours in section A and H.

b. Term Effective (6 digit code only): 201108 Examples: 200801(Spring), 200805(Summer), 200808(Fall)

Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix   b. Number   c. Enter Contact Hours per week in boxes.
 Engl  415   LECTure 3    LAB    INDependent Study – Check (x) □
 Practicum: □    Seminar: □

d. Course Title: Theory of Composition

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix   b. Number   c. Enter Contact Hours per week in boxes.
 Engl  415   LECTure 3    LAB    INDependent Study – Check (x) □
 Practicum: □    Seminar: □

d. Course Title: Theory of Composition (Limit to 30 characters/spaces.)

e. College Code: CAS   f. Department Code: LANG

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: □ Variable □ Fixed h. Maximum Credit Hours □ i. Minimum Credit Hours □

j. May Be Repeated for Added Credit: Check (x) □ Yes □ No

k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional

l. Grade Method: Check (x) □ Normal Grading □ Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Designed for majors in English education and BA English/composition as a program capstone.
This course examines composition theories and requires a professional development component.
Term(s) Offered: Fall (See instructions for listing.) o. Max. Section Enrollment: 23

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. Senior Status

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d:    Date Completed:    Entered: SCACRSE  SCADETL  SCARRES  SCAPREQ

Sample

FORM E

NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: Number Title
ENGL 415 Theory of Composition

Course Description: Designed for majors in English education and BA English/composition as a program capstone. This course examines composition theories and requires a professional development component.

Outcomes
1. Weigh the strengths and weaknesses of various theoretical and pedagogical approaches to teaching writing.
2. Express students’ own philosophies of teaching writing.
3. Examine and analyze patterns of error in student writing and respond to writing using theoretical and research-based methods.
4. Reflect critically on methods of teaching and assessing writing as practiced in the past and as currently practiced.
5. Understand the role of rhetoric in developing such writing components as purpose and audience-awareness.
6. Access necessary materials, ideas, and research that will inform their teaching of writing.
7. Understand the writing process and be able to take an entire essay through a process.
8. Understand the political and social ramifications underlying the teaching of writing.
9. Develop methods of teaching that will address the diverse strengths and weaknesses of their students.

Assessment Plan: Course will include assessment measures
1. Exams, tests
2. Discussion
3. Papers, essays, written assessments
4. Philosophy statement
5. Student Presentations
6. Instructor/Student conferences

Course Outline including Time Allocation:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Topic: Frameworks of the course: understanding rhetoric and composition. Reading: “A Brief History of Rhetoric and Composition.”</td>
</tr>
<tr>
<td>2</td>
<td>Topic: Philosophies of Composition Pedagogy Readings: Fulkerson’s “Four Philosophies of Composition” and Berlin’s “Contemporary Composition: The Major Pedagogical Theories” A Guide to Composition Pedagogies (GCP) Discussion Activity</td>
</tr>
</tbody>
</table>
5 Topic: Rhetorical Approaches to Writing  
Readings: GCP, "Rhetorical Pedagogy"  
Assessment: Lead-off/Discussion; check for understanding

6 Topics: Collaborative Approaches to Teaching Writing; Place of Grammar in the Teaching of Writing  
Readings: "Collaborative Pedagogy" and Grammar and the Teaching of Writing (GTW), Chapter 1, "The Limits of Grammar"  
Assessment: Grammar and writing

7 Topics: Writing and Diverse Cultural Contexts  
Readings: GCP, "Cultural Studies and Composition" and GTW,  
Assessment: Grammar/mechanics

8 Topics: Grammar for Writers; First and Second Language Issues  
Assessment: Check for Understanding;

9 Topics: Writing Assignment Design; Writing and Curriculum Standards;  
Readings: GTW, Chapter 5, "Fragments and Beyond" and GTW, Chapter 6, "The Paradoxes of Grammar Instruction"  
Collaborative Analysis of State Standards  
Research/Inquiry into particular pedagogy (research activity/essay)

10 Topic: Examining Curriculum Content and Teaching Writing in Context  
Weaver, "Teaching Editing Skills and (Gasp!) Standardized Tests of Grammar Skills"  
Lead-off/Discussion  
Activity: Integrating Grammar/Mechanics with Writing Contexts  
Assessment: Professional Development Experience Analysis (paper)

11 Topic: Critical Pedagogies; Developing a Philosophy of Teaching Writing  
GCP, "Critical Pedagogy: Dreaming of Democracy"  
Lead-off/Discussion  
Assessment: Check for Understanding/Test

12 Topic: Writing Across the Curriculum (WAC)  
GCP, "The Pedagogy of Writing Across the Curriculum"  
Lead-off/Discussion  
Assessment: Major Paper: Research/Inquiry into Particular Pedagogy

13 Topic: Basic Writers, Basic Writing  
Readings: GCP, "On the Academic Margins: Basic Writing Pedagogy"  
Lead-off/Discussion:  
Assessment: Check for understanding/written responses

14 Topic: Technology and Writing  
Reading: GCP, "Technology and the Teaching of Writing"  
Assessment: Philosophy/Curriculum Assignment (researched paper)

15 Topic: Writing Evaluation  
Selected Readings: from Assigning, Responding, Evaluating: A Writing Teacher's Guide  
Collaborative design/evaluation activity/writing
### Ferris State University
**College of Education and Human Services**
**English Teaching Major—Secondary, 39-40 Credits**

**Endorsement: BA**
**MTTC Test: 02**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>PREREQUISITE</th>
<th>G.E. DESIGNATOR</th>
<th>SEMESTER HOURS</th>
<th>USUAL SEMESTER OFFERED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core: 22 Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITR 250</td>
<td>Practical Criticism</td>
<td>English 250</td>
<td></td>
<td>3</td>
<td>F, W</td>
<td></td>
</tr>
<tr>
<td>LITR 311</td>
<td>American Lit I</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>LITR 312</td>
<td>American Lit II</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>LITR 351/323</td>
<td>English Lit I / Shakespeare</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>F / W</td>
<td></td>
</tr>
<tr>
<td>LITR 352</td>
<td>English Lit II</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>LITR 415</td>
<td>Literature in the Secondary Schools</td>
<td>At least half of the literature 300 core completed</td>
<td></td>
<td>3</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>ENGL 415</td>
<td>Theory/Practice of Composition</td>
<td>English Language studies completed</td>
<td></td>
<td>4</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**English Language Studies: 6 Credits**

| ENGL 301 | Linguistics                   | ENGL 250 or 211 |                 | 3              | F, W                   |       |
| ENGL 380 | Rhetoric and Style            | ENGL 311 or 321 |                 | 3              | W                      |       |
| ENGL 382 | History and Structure         | ENGL 321        |                 | 3              | W                      |       |
| ENGL 413 | Literacy                      | ENGL 321        |                 | 3              | F                      |       |

**Diverse Perspectives: 3 Credits**

| LITR 202 | Black Literature              | English 150     | CE / REG        | 3              | F (even yrs)            |       |
| LITR 203 | African Literature            | English 150     | CE / GC / REG   | 3              | F (odd yrs)             |       |
| LITR 204 | Native American Literature    | English 150     | CE / REG        | 3              | W                      |       |
| LITR 231 | Poetry                        | English 150     | CE / GC / REG   | 3              | W                      |       |
| LITR 241 | World Short Fiction           | English 150     | CE / GC / REG   | 3              | W                      |       |
| LITR 251 | World Drama                   | English 150     | CE / GC / REG   | 3              | F                      |       |
| LITR 261 | World Novels                  | English 150     | CE / GC / REG   | 3              | F                      |       |
| LITR 300-006 | Global Literature | ENGL 250 or 211 | CE / GC / REG | 3              | On Demand               |       |
| LITR 370 | 20th Century Women Writers    | English 250     | CE / REG        | 3              | On Demand               |       |
| LITR 380 | World Folk Literature         | English 250     | CE / GC / REG   | 3              | F, W                   |       |

**Electives: 9 Credits—Electives may be chosen in any combinations to broaden background or create specific "emphasis strands." LITR 323 and 351, if not taken to fulfill the Required Core, may be selected as an elective.**

| LITR 327 | Adolescent Literature         | English 250 or 211 |                 | 3              | W                      |       |
| LITR 323/351 | Shakespeare/English Literature I | Literature 250 |                 | 3              | W/F                    |       |
| LITR 401 | Major Literary Movements      | Literature 250    |                 | 3              | W (even yrs)            |       |
| LITR 402 | Major Authors                 | Literature 250    |                 | 3              | W (odd yrs)             |       |
| LITR 416 | Literary Theory               | Department Approval|                 | 3              |                        |       |

Diverse Perspectives: Only 1 course may be elected from the 200 level

Any English Language Studies course not already taken may be selected:
ENGL 301, 300, 382, 413

Any JRN 1L
See Course Catalog

Any Practical Writing:
ENGL 222, 311, 323

Students must maintain a 3.0 GPA in all courses within the major, AND
Achieve a minimum of C grade in each of the Required Core courses

4/06
<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>PREREQUISITE</th>
<th>G.E. DESIGNATOR</th>
<th>SEMESTER HOURS</th>
<th>USUAL SEMESTER OFFERED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITR 250</td>
<td>Practical Criticism</td>
<td>English 250</td>
<td></td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>LITR 311</td>
<td>American Lit I</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>LITR 312</td>
<td>American Lit II</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>LITR 351/323</td>
<td>English Lit I / Shakespeare</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>F/S</td>
<td></td>
</tr>
<tr>
<td>LITR 352</td>
<td>English Lit II</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>LITR 415</td>
<td>Literature in the Secondary Schools</td>
<td>At least half of the literature 300 core completed</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ENGL 415</td>
<td>Theory/Practice of Composition</td>
<td>English Language studies completed</td>
<td></td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>ENGLISH LANGUAGE STUDIES: 6 Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 301</td>
<td>Linguistics</td>
<td>ENGL 250 or 211</td>
<td></td>
<td>3</td>
<td>F, S</td>
<td></td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Rhetoric and Style</td>
<td>ENGL 311 or 321</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ENGL 382</td>
<td>History and Structure</td>
<td>ENGL 321</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>ENGL 413</td>
<td>Literary</td>
<td>ENGL 321</td>
<td></td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>DIVERSE PERSPECTIVES: 3 Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITR 202</td>
<td>Black Literature</td>
<td>English 150</td>
<td>CE / REG</td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>LITR 203</td>
<td>Intro to African Literature</td>
<td>English 150</td>
<td>CE / GC / REG</td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>LITR 204</td>
<td>Native American Literature</td>
<td>English 150</td>
<td>CE / REG</td>
<td>3</td>
<td>On Demand</td>
<td></td>
</tr>
<tr>
<td>LITR 231</td>
<td>Poetry</td>
<td>English 150</td>
<td>CE</td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>LITR 241</td>
<td>Intro to World Short Fiction</td>
<td>English 150</td>
<td>CE / GC</td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>LITR 251</td>
<td>World Drama</td>
<td>English 150</td>
<td>CE / GC</td>
<td>3</td>
<td>On Demand</td>
<td></td>
</tr>
<tr>
<td>LITR 261</td>
<td>World Novels</td>
<td>English 150</td>
<td>CE / GC</td>
<td>3</td>
<td>On Demand</td>
<td></td>
</tr>
<tr>
<td>LITR 370</td>
<td>20th Century Women Writers</td>
<td>English 250</td>
<td>CE / REG</td>
<td>3</td>
<td>On Demand</td>
<td></td>
</tr>
<tr>
<td>LITR 380</td>
<td>World Folk Literature</td>
<td>English 250</td>
<td>CE / GC / REG</td>
<td>3</td>
<td>F, S</td>
<td></td>
</tr>
</tbody>
</table>

**EEECTIVES: 9 Credits—Electives may be chosen in any combinations to broaden background or create specific “emphasis strands.”**

- LITR 327 and 351, if not taken to fulfill the Required Core, may be selected as an elective.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>COURSE TITLE</th>
<th>PREREQUISITE</th>
<th>G.E. DESIGNATOR</th>
<th>SEMESTER HOURS</th>
<th>USUAL SEMESTER OFFERED</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITR 327</td>
<td>Adolescent Literature</td>
<td>English 250</td>
<td></td>
<td>3</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>LITR 323/351</td>
<td>Shakespeare/Englis</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>S/F</td>
<td></td>
</tr>
<tr>
<td>LITR 401</td>
<td>Major Literary Movements</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>S (even yrs)</td>
<td></td>
</tr>
<tr>
<td>LITR 402</td>
<td>Major Authors</td>
<td>Literature 250</td>
<td></td>
<td>3</td>
<td>S (odd yrs)</td>
<td></td>
</tr>
<tr>
<td>LITR 416</td>
<td>Literary Theory</td>
<td>Department Approval</td>
<td></td>
<td>3</td>
<td>S (odd yrs)</td>
<td></td>
</tr>
</tbody>
</table>

**Diverse Perspectives:**
- Any 1 course may be elected from the 200 level
- See Above

**Any English Language Studies course not already taken may be selected:** ENGL 301, 380, 382, 413

**Any JRNL:**
- See Course Catalog

**Any Practical Writing:**
- ENGL 222, 311, 323

* Students must maintain a 3.0 GPA in all courses within the major, AND
* Achieve a minimum of C grade in each of the Required Core courses

4/06
MODIFY COURSE
Course Data Entry Form

FORM F

Modify Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
2. If either prefix or number is being changed, use ‘Delete Course’ and ‘Create New Course’ forms rather than this form.

a. List the changes to be made (See Proposed Changes a through p below):

b. Term Effective (6 digit code only):

Example: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

ENGL 415

LEc 3

LAB

INDependent Study – Check (x) __

Practicum: 1

Seminar: ______

d. Course Title: Theory/Practice of Composition

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix

b. Number

c. Enter Contact Hours per week in boxes.

ENGL 415

LEc 3

LAB

INDependent Study – Check (x) __

Practicum: ______

Seminar: ______

d. Course Title: Theory/Practice of Composition (Limit to 30 characters/spaces.)

e. College Code: CAS

f. Department Code: LANG

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: □ Variable □ Fixed

h. Maximum Credit Hours 3

i. Minimum Credit Hours 3

J. May Be Repeated for Added Credit: Check (x) □ Yes □ No

k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional

I. Grade Method: Check (x) □ Normal Grading □ Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Designed for majors in English education as a program capstone. This course examines composition
theories and requires a professional development component and portfolio.

n. Term(s) Offered: Fall (See instructions for listing.)
o. Max. Section Enrollment: 23

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. Senior Status

UCC Chair Signature/Date: _______ 4/4/11

Academic Affairs Approval Signature/Date: _______ 4/4/11

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: _______ Date Completed: _______ Entered: SCACRSE □ SCADTL □ SCARES □ SCAPREQ