

## Bulletin Preview

### [ES][IS] ENGL 150. Writing: Rhetoric as Inquiry (3 cr)

Study and practice of writing using such rhetorical concepts as purpose, audience, genre, cultural context and style to develop strategies for writing, thinking and research.

## ACE Certification

In its review of requests for ACE certification, the Interim ACE committee (eventually the UCC ACE subcommittee) will use such criteria as:

- Does the course clearly address the Learning Outcome(s) identified?
- Does the course provide students with opportunities to develop the knowledge/skills necessary for successful achievement of the Learning Outcome(s)?
- Does the course provide students with opportunities to demonstrate achievement of the Learning Outcome(s)?
- Does the course reinforce at least one of the following as appropriate for the discipline and as identified by the department offering the course: Writing, Oral Communication, Visual Literacy, Historical Perspectives, Mathematics and Statistics, Critical Thinking, Teamwork, Problem Solving, Ethics, Civics, Social Responsibility, Global Awareness, or Human Diversity?
- Have the hosting department/unit and the instructor(s) agreed to follow through with their responsibilities as outlined in the ACE Course Certification Request Form?

Students select which one outcome they will receive ACE credit for. Faculty should indicate which one or two ACE Learning Outcome(s) are satisfied by the course.

**SLO1.** Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.

Describe opportunities students should have to learn the outcome. How is the learning objective embedded in the course?

*Write texts, in various forms, with an identified purpose, that respond to particular audience needs:* All sections of English 150 require students to generate at least three (3) inquiry-based writing projects in appropriate forms for identifiable purposes and audiences (culminating in at least 25 pages of polished prose). In addition to original projects, students will generate course-based reflective writing for peers and the instructor as well as analyses of others' texts for academic audiences. *...incorporate research or existing knowledge:* All sections of English 150 require students to conduct primary and secondary research appropriate to their topic and goals for writing and to synthesize and integrate the ideas of others into their own writing (though paraphrase, summary, analysis, and evaluation)...*and use application documentation and appropriate conventions of form and structure:* All sections of English 150 require students to identify and follow relevant stylistic conventions with regard to citation and formatting as they research and compose their writing projects. Students are guided to complete this work in supportive learning environments that feature attention to the rhetorical concepts of purpose, audience, situation, and form; respectful, serious engagement of human diversity and examination of individual and cultural assumptions, biases, and values; frequent in-class and out-of-class writing; a range of in-class activities that help students reflect on their own writing and learning; strategies for generating ideas, drafting, revising, editing, and proofreading; readings, discussions, and writing assignments that support writing development; and substantive peer and teacher response to writing.

Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

Student achievement of the outcome will be assessed via student work products. All sections of 150 require students to produce at least three (3) sustained, finished arguments (the equivalent of 25 typed, double-spaced pages) in addition to short, informal writing assignments. Most, but not all, teachers of 150 collect a portfolio of student writing.

As part of the ACE certification process, the department/unit agrees to collect and assess a reasonable sample of students' work and provide reflections on students' achievement of the Learning Outcomes for its respective ACE-certified courses.

Please comment on your plans to develop a process to collect and evaluate student work over time for the purpose of assessing student success for this ACE outcome.

We will ask instructors from a reasonable sample of sections to provide us with the major projects of three students: one whose performance is in the "high" range, one whose performance is in the "middle" range, and one whose performance is in the "low" range. These samples will be archived by ACE objective and formally assessed by the committees according to a rubric which we are developing. The results of the assessment will be reported to the Department of English and eventually to the UCC ACE committee.

#### What Outcome(s) or skill(s) will be reinforced in this course?

According to the ACE document approved by faculty (Structural Criteria, item 9), "Every ACE course will reinforce at least one of the following skills listed below as appropriate for the discipline and as identified by the department offering the course..." Indicate skills that will be reinforced by the course by clicking on as many as apply and describe briefly how those skills will be reinforced.

**These areas are those *OTHER THAN* the one or two outcomes for which you seek ACE certification. Students will not receive ACE credit for the reinforced skills, and the reinforced skills do not need to be assessed for ACE purposes.**

Oral Communication

Describe briefly how this skill will be reinforced.

All sections of this course require students to participate in class discussions about readings and in peer response groups.

Critical Thinking

Describe briefly how this skill will be reinforced.

All sections of this course require students to examine multiple positions, stances, assumptions, beliefs, and biases as they research and formulate their writing projects.

## Supportive Material

### Syllabus (Required)

[ACE 150 syllabus.doc](#)

Attach a copy of the sample syllabus that clearly identifies:

- The Learning Outcome(s) that are satisfied by the course.
- A brief description of the opportunities this course provides students to acquire the knowledge or skills necessary to achieve the Learning Outcome(s)
- A brief description of the graded assignments that the instructor(s) uses to assess the students' achievement of the Outcome(s).

### Cross-list Memo (Required if applicable)

If the course proposed for ACE certification is cross-listed, include a letter of support from the chair/head of each cross-listed unit.

### Additional Documentation (Optional)