Agenda
Subcommittee on Curriculum
Thursday, 4 November, 2010
3:30 PM Room 251 University Center

Members: Holden Hansen, Chair, Victor Bahhouth, Susan Edkins, Deborah Groves, Roger Guy, Patrick Hannigan, Kathleen Hilton, Jonathan Maisonpierre, Jaime Martinez, Sharon Kissick, Mary Russell, David Young, SGA Senator

1. Call to order

2. Adoption of Agenda

3. Approval of the Minutes of 7 October, 2010

4. Proposals from the Department of Professional Pedagogy and Research (pp 3-5 of agenda attachment)

4.1-3. Course Proposals: Create three new courses: EDN5470, 5480, and 5490 as passed by Graduate Council.

5. Proposal from the Department of Health, PE and Recreation (pp 6 of agenda attachment)
4.1 Program Proposal: Delete the following requirements in the M.A. in Physical Education program:EDN 5500, 5650, and two 3-hr electives (12 total hrs), and replace them with the following requirements: EXER 5080; EDN 5470, 5480, & 5490 (12 total hrs).

6. Proposals from the Department of History (pp 7-10 of agenda attachment)
6.1 Course Proposal: Revise course title of HST 3440 "The History of the Modern Far East" to HST 3440 "The History of Modern East Asia"

6.2 Course Proposal: Revise course title of HST 3450 "The United States and the Far East" to HST 3450 "The United States and East Asia." Revise course description to reflect course title revision.

6.3. Program Proposal: Change course titles of above courses in the Asian Studies Minor.

7. Proposals from the Department of English and Theatre (pp. 11-20 of agenda attachment)
7.1 Course Proposal: Revise title and description of ENG 5000.

7.2 Program Proposal: (1.) Add ENG 5300 and EDN 5490 to, and delete EDN 5660 from the list of core courses for the MA in EnglishEd. Lisensure concentration. (2.) Remove the requirement for an emphasis on either literature or literacy, and add a guided elective to allow candidates to take one course in another graduate program at UNCP. (3) Add a guided elective to the thesis concentration of the MA in English Education.

8. Proposal from the Department of Music (pp. 21-23 of agenda attachment)
8.1 Eliminate the current Sacred Music Minor degree and replace it with two new Sacred Music Minor

degrees, one designed for vocal majors and the other designed for instrumental music majors and non-music majors.

8.2. Add a Sacred Music Minor degree designed for instrumental music majors and non-music majors.

8.3 Add a Sacred Music Minor degree designed for Voice Music Majors or Keyboard/Vocal Orientation Music Majors.

9. Proposal from the Q.E. P. Committee (pp 24-37 of agenda attachment)

9.1 Designate the following courses as Writing Enriched (WE: 2000-3000 level courses) or as Writing in the Discipline Courses (WD: 3000-4000 level courses) as a part of the QEP Writing Intensive Program.

ART 2080	Survey of Art I: Ancient through Medieval
ECE 2020	Foundations of Early Childhood Education
ECN 2020	Principles of Microeconomics
ECN 2030	Principles of Macroeconomics
ENG 3130	The American Renaissance
ENG 3040	Principles of Literary Study
ENG 3700	Advanced Composition
ENG 3590	Creative Nonfiction
HST 3000	Introduction to the Study of History
MCM 2400	Writing for the Media
MKT 3120	Principles of Marketing
MGT 3060	Organization and Management
MUS 3970	World Music: A Global Study
NUR 3000	Transition to Professional Nursing
PHI 2070	Contemporary Moral Issues
PHI 2040	Introduction to Ethics
REL 2050	Religion, Art, and Culture
PSY 3000	Research Methods Capstone
SWK 3450	Human Behavior in the Environment
SWK 3710	Writing in the Social Sciences
SWK 3910	Social Work Research

7. Old Business:

1. Discussion: Revision of Faculty Handbook Section 6-10.B; Curriculum Development and Revision (See Attachment #4: sent as separate attachment)

8.New Business: Discussion of Curriculum process as it relates to the editing of the University Catalog.

9. Announcements

10. Adjournment

Agenda Attachment #1: Proposal Details

4. Proposals from the Department of Professional Pedagogy and Research

4.1-3. Course Proposals: Revise Course Descriptions for EDN 5470, 5480, and 5490

Rationale: Revisioning of the Master of Arts in Middle Grades Education. The new Advanced Teacher Education 21st century curriculum is required by DPI, and provides an advanced concept for teacher education majors as they continue their professional teacher education in pursuit of an advance-licensure. In order to address this need for advanced-licensure specific courses, to avoid unnecessary duplication with content-area courses, and to allow program areas to focus on appropriate competencies, four courses will now be available for program areas to require:MA teacher-licensure programs across campus have shared a number of courses offered through the School of Education, including EDN 5500: Applied Educational Psychology, EDN 5650: Applied Philosophy of Education, EDN 5660: Applied Educational Research .Not every program has required each course, but these courses have included unit-wide assignments, like the Leadership Project and the Action Research Project, that were not always equally tied to the content of the courses. Programs not using one of these courses have had to integrate those unit-wide assignments into their own curricula; not all of those intergrations have been equally successful. Meanwhile many programs have found that their own discipline-specific methods and content courses often overlap with these core courses; one size has not fit all. Another issue has been the sharing of these core courses, to avoid the problems of trying to address intital-licensure and advanced-licensure candidates' needs simultaneously.

Dept vote: 11-0-0
Affect others: yes
Departments affected and how: These courses are shared by the advanced programs in Math, Science, Social Studies and LA
Affected Chair Agree: Yes
Cross listing: no
Articulation: no
Additional Resources: no
Additional Resources required: none

COURSE DESCRIPTIONS:

<u>4.1 EDN 5470 Advanced Classroom Management</u>
Hours: 3 Prerequisites: none
Required: Yes (If yes, need Program Proposal Form)
27 Character: Ad Classroom Management
Course Code: DIR

Advanced Classroom Management. Classroom management is an area that several program areas expressed a desire to be able to address more directly. This course will allow MA programs to focus on those issues more effectively. The class will deal with theory and technique of classroom management as it pertains to teaching and learning. It will include classroom management as a function of instruction and assessment

4.2 EDN 5480 Advanced Foundations of American Education

Hours: 3
Prerequisites: none
Required: YES (If yes, need Program Proposal Form)
27 Character: Ad Foundations of Am Ed
Course Code: DIR

Advanced Foundations of American Education. This course will combine material formerly covered in EDN 5500: Applied Educational Psychology and EDN 5650:

Applied Philosophy of Education, particularly in terms of the multicultural 21st century classroom. It will focus on the theory and pedagogy of 21st century learning and teaching, emphasizing the principles of learning both philosophical and psychological.

4.3 EDN 5490 Effective Educational Leadership

Hours: 3 Prerequisites: none
Required: Yes (If yes, need Program Proposal Form)
27 Character: Effective Ed Leadership
Course Code: DIR

New course description:

Effective Educational Leadership. Leadership has come to be an increasingly important focus for advanced-licensure teachers, and the Leadership Project is now a unit-wide requirement. This course is designed to develop self direction in data based decision making. The Leadership Project will now be begun in this course. The focus of this course will be on teachers as leaders in the teaching learning process

Course Descriptions for EDN5470, 5480, and 5490 as passed by Graduate Council:

Original course description as passed by TEC:

Advanced Classroom Management. Classroom management is an area that several program areas expressed a desire to be able to address more directly. This course will allow MA programs to focus on those issues more effectively. The class will deal with theory and technique of classroom management as it pertains to teaching and learning. It will include classroom management as a function of instruction and assessment.

As passed by Graduate Council:

Advanced Classroom Management .EDN 5470: This course is designed to develop graduate students' knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated.

Original course description as passed by TEC:

Advanced Foundations of American Education. This course will combine material formerly covered in EDN 5500: Applied Educational Psychology and EDN 5650: Applied Philosophy of Education, particularly in terms of the multicultural 21st century classroom. It will focus on the theory and pedagogy of 21st century learning and teaching, emphasizing the principles of learning both philosophical and psychological.

As passed by Graduate Council:

Advanced Foundations of American Education EDN 5480: This course focuses on the multicultural 21st century classroom and its foundations in educational philosophy and educational psychology. Course activities are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base that undergirds best practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students.

Original course description as passed by TEC:

Effective Educational Leadership. Leadership has come to be an increasingly important focus for advanced-licensure teachers, and the Leadership Project is now a unit-wide requirement. This course is designed to develop self direction in data based decision making. The Leadership Project will now be begun in this course. The focus of this course will be on teachers as leaders in the teaching learning process

As passed by Graduate Council:

Effective Educational Leadership EDN 5490: This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course.

5. Proposal from the Department of Health, PE and Recreation.

5.1 Program Proposal:

Proposal: Delete the following requirements in the M.A. in Physical Education program: EDN 5500, 5650, and two 3-hr electives (12 total hrs), and.....Replace them with the following requirements: EXER 5080; EDN 5470, 5480, & 5490 (12 total hrs)

Rationale:
NCDPI mandated revision

Dept vote: 36 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how: Professional Pedagogy & Research (Dr. David Oxendine has approved and signed the form on 30 Aug 2010)
Affected Chair: yes
Additional Resources: no
Additional Resources required:
File attachment:

Requirements in the M.A. in Physical Education

EXER 5010 Movement & Coaching Physiology
EXER 5020 Exercise & Sport Psychology
EXER 5030 Management & Marketing of PE/Sport
EXER 5050 Health Administration
EXER 5060 Current Issues in PE/Sport
EXER 5070 The Law in PE & Sport
EXER 5080 Facilities in HPER
EXER 5990 Capstone Study
EDN 5470 Adv Classroom Management
EDN 5480 Adv Found of American Educ
EDN 5490 Effective Educ Leadership
EDN 5660 Adv Research

6. Proposals from the Department of History

6.1 Course Proposal: To change the name of HST 3440 "The History of the Modern Far East" to HST 3440 "The History of Modern East Asia"

The term "Far East" is currently outdated, and sounds "Orientalist" and Eurocentric. In keeping with trends in scholarship in history and other fields, it is appropriate to change "Far East" to "East Asia" to reflect this.

Dept vote: 12 for; 0 against; 0 abstain
Affect others: no
Departments affected and how: n/a
Affected Chair: n/a
Cross listing: no
Articulation: no
Additional Resources: no
Additional Resources required: none

COURSE DESCRIPTION:

HST 3440 History of Modern East Asia
Hours: 3
Prerequisites: none
Required: No (If yes, need Program Proposal Form)
New course description: n/a

6.2 To change the name of HST 3450 "The United States and the Far East" to HST 3450 "The United States and East Asia."

The term "Far East" is currently outdated, and sounds "Orientalist" and Eurocentric. In keeping with trends in scholarship in history and other fields, it is appropriate to change "Far East" to "East Asia" to reflect this.

Dept vote: 12 for; 0 against; 0 abstain
Affect others: no
Departments affected and how: n/a
Affected Chair: n/a
Cross listing: no
Articulation: no
Additional Resources: no
Additional Resources required: none

COURSE DESCRIPTION:
HST 3450 The United States and East Asia
Hours: 3
Prerequisites: none
Required: No (If yes, need Program Proposal Form)
New course description:

A study of the major factors and processes concerning American involvement in East Asia from the beginning of the Republic to the present; to include the nature of the international system in East Asian and changing American interests and policies in the region.

6.3 Program Proposal: To replace HST 3450: "The US and the Far East" in the electives of the Asian Studies minor requirements, with the updated name of the course, HST 3450: "The US and East Asia." To replace HST 3440: "The History of the Modern Far East" in the electives of the Asian Studies minor requirements, with the updated name of the course, HST 3440: "The History of Modern East Asia."

Rationale: The term "Far East" is currently outdated, and sounds "Orientalist" and Eurocentric. In keeping with trends in scholarship in history and other fields, it is appropriate to change "Far East" to "East Asia" to reflect this. (The name of the course also needs to be changed in the Asian Studies minor electives.)

Dept vote: 12 for; 0 against; 0 abstain
Affect others: no
Departments affected and how: n/a
Affected Chair: n/a
Additional Resources: no
Additional Resources required: no

File attachment: Asian Studies minor requirements

Requirements for an Asian Studies minor **Semester Hours**

Program Core (required):

2 Courses:

1. HST/PSPA/PHI 1200: Introduction to Asian Studies.

And One of the following:

2. HST 1140: World History Until 1500
   HST 1150: World History After 1500
   ECN 2410: Asian Economies.

6

Guided electives:

4 courses:

(From at least two different departments, with a minimum of 3 300/400 courses. Other courses focusing on Asia can be approved by program coordinator).

12

Economics, Finance, and Decision Sciences:
ECN 4060: Comparative Economic Systems.
ECN 2410: Asian Economies.
FIN 4210: International Finance.
ECN 4400: International Trade.

English:

ENG 3170 Post-Colonial Literature
ENG 2180: Asian American Literature.
ENGS 33XX: Special Topics in Literature (Asian theme required)

Geography:

GGY 3790: Geography of Asia

History:

HSTS 3310: Japan from Prehistory to the Present
HST 3440: History of Modern East Asia
HST 3450: The United States and East Asia
HST 3720: History of South Asia
HST 3730: Comparative Asian Civilizations
HST 4087: Japanese Imperialism and War, 1868-1945

Philosophy and Religion:

REL 2160: Religions of East Asia
REL/HST 3028: Cultural and Religious History of China
REL/HST 3029: Cultural and Religious History of Korea and Japan
REL 3420: Hindu Traditions
REL 3430: Buddhist Traditions
PHI 4500/REL 4500: Advanced Studies in Eastern Philosophies and Religions.

Political Science:

PSPS 3010: Regional Area Studies—Asia
PSPS 3750: Politics of the Developing World

Sociology and Criminal Justice:

SOC 3160: Development and Globalization
SOC 4480: Chinese Culture and Society (current special topics course.)

Total: 18

7. Proposalsfrom the Department of English and Theatre

7.1 Course Proposal: The core course ENG 5000 should be changed to the wording listed below under item 8.

Rationale: Over the years since this course was first developed, the description has grown outdated.

Dept vote: 32-0-0
Affect others: no
Departments affected and how: n/a
Affected Chair: n/a
Cross listing: no
Articulation: no
Additional Resources: no
Additional Resources required: none

COURSE DESCRIPTION:

ENG 5000 Literacy in Context: Issues and Reform

Hours: 3 Prerequisites: none

Required: Yes (If yes, need Program Proposal Form)

New course description:
ENG: 5000: Literacy in Context: Issues and Reform. Examinations of literacy issues from intersecting historical, global, psychological, socioeconomic, class, and curricular perspectives (including gender and race); the role of technology in literacy; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; and how literacy professionals can provide leadership in the twenty first century. Credit, 3 Semester hours.

7.2 Program Proposal: As part of the ReVisioning (sic) process, we would like to change the list of core courses for the MA in English Ed. Licensure concentration, adding ENG 5300 and EDN 5490, and deleting EDN 5660. In addition we are removing the requirement for an emphasis on either literature or literacy, and adding a guided elective to allow candidates to take one course in another graduate program at UNCP. We would also like to add a guided elective to the thesis concentration of the MA in English Education.

Rationale: These changes reflect a greater emphasis on leadership in the state Teacher Education standards at the graduate level, as well as a need for all English graduate students to have a literature Theory/Methods course. The guided elective is added in response to many student requests for one.

Dept vote: 36 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how: EDN 5490: Effective Educational Leadership is a new course in the Department of Professional Pedagogy & Research
Affected Chair: yes
Additional Resources: no
Additional Resources required: no

File attachment: MA in English Ed Catalogue Revision.doc

THE MASTER OF ARTS IN ENGLISH EDUCATION (M.A.)
Director: Roger A. Ladd

The curriculum in the Master of Arts in English Education affirms the richness of language and literature produced by diverse groups. Thus, the program offers courses in language, literacy, literature, and pedagogy. Core courses and electives expand students' personal, intellectual, and professional horizons through classroom experiences and opportunities for travel.

In-service teachers who are admitted with initial licensure will be recommended for the North Carolina M license in English upon successful completion of the Licensure concentration of the program. The UNCP Graduate Program in English Education is approved by the Department of Public Instruction for Advanced Licensure in English and is one of the few programs in the state offering courses leading to add-on ESL licensure. Furthermore, program goals and objectives are aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields who are admitted to the program seek advanced knowledge and skills in language, literacy, and literature for various personal and professional proposes, including preparation to teach in community colleges. Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in language, literacy, literature, and pedagogy.

The Master of Arts in English Education offers two Concentrations: the Licensure Concentration and the Thesis Concentration. The Licensure Concentration focuses on the needs of candidates who already hold initial teacher licensure and prepares those students for advanced licensure. The Thesis Concentration focuses on the needs of candidates who want to develop their teaching and research in a postsecondary context, with a balance of pedagogical and research interests.

The culminating product of the graduate experience in the Licensure Concentration is a Capstone Portfolio and Presentation, in which the candidate demonstrates a clearly articulated, coherent philosophy of teaching literacy and literature. This philosophy demonstrates the candidate's proficiency in those areas that constitute program goals:

1. Teacher Leadership
2. Respectful Educational Environments
3. Content and Curriculum Expertise
4. Student Learning
5. Reflection

The culminating product of the graduate experience in the Thesis Concentration is the Six-Credit Thesis (ENG 6020 and ENG 6030), in which the candidate demonstrates sustained development of a major research project. This Thesis must then be successfully defended before a panel of graduate faculty.

Requirements for a Master of Arts in English Education: Licensure Concentration	Sem. Hrs.
A. Core Courses (15 hours required)	15
ENG 5000: Literacy in Context: Issues and Reform	
ENG 5300: Theories and Methods of Literary Research	
EED 5510: Teaching of Writing	
EED 5520: Teaching of Literature	
EDN 5490: Effective Educational Leadership	
B. Content courses (Choose 21 credit hours from the following courses)	21
ENG 5030: North Carolina Literature	
ENG 5050/AIS 5500: Native American Literature	
ENG 5100: Rhetorical Grammar	
ENG 5110: Principles of English Linguistics	
ENG 5200: Issues in Contemporary American English	
ENG 5210: Advanced Creative Writing	
SPE 5230: Spoken Communication	
ENG 5440: Process Writing: Theory and ENG 5450: Process Writing:	
Practicum	
ENG 5500: Advanced Nonfiction Writing	
ENG 5600: Americans in Paris	
ENG 5610: Shakespeare Studies	
ENG 5750: Film Studies	
ENG 5810: Phonetics and Phonology	
ENG 5830: Second Language Acquisition	
ENG 5850: Cultural Issues of English as a Second Language	
TESL 5890: Applied Pedagogy of Teaching English as a Second	
Language	
ENGS 5000-5099: Literary Topic Seminar	
ENGS 5100-5199: Special Topics in Literacy	

ENGS 5200-5299: Literary Genre Seminar
ENGS 5300-5399: Author Seminar
ENGS 5400-5499: Literary Period Seminar
Either ENG 6010: Three-Credit Thesis or ENG 6020: Six-Credit Thesis I
and ENG 6030: Six-Credit Thesis II

Guided Elective course: With approval of the Program Director, candidates may enroll in one graduate course in another program at UNCP (assuming that they meet its prerequisites); the candidate must complete an Elective Transfer Form laying out the rationale for the elective course furthering the candidate's professional and educational goals. Candidates are particularly encouraged to use EDN 5660, EDN 5470 (new course), and EDN 5480 (new course) as elective courses.

C. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.

Program
Total: 36

Requirements for a Master of Arts in English Education:
Thesis Concentration

Sem. Hrs.
A. Core Courses (12 hours required) 12
EED 5510: The Teaching of Writing: Theory and Practice
EED 5520: The Teaching of Literature: Theories, Issues, and Practices
ENG 5300: Theories and Methods of Literary Research
ENGS 5700-5799: Expanding Canon Seminar

B. Electives (18 hours required) 18
ENG 5000: Literacy in Context: Issues and Reform
ENG 5030: North Carolina Literature
ENG 5050: Native American Literature
ENG 5100: Rhetorical Grammar
ENG 5110: Principles of English Linguistics
ENG 5200: Issues in Contemporary American English
ENG 5210: Advanced Creative Writing
SPE 5230: Spoken Communication
ENG 5440: Process Writing: Theory and ENG 5450: Process

Writing: Practicum
ENG 5500: Advanced Nonfiction Writing
ENG 5600: Americans in Paris
ENG 5610: Shakespeare Studies
ENG 5750: Film Studies

ENG 5810: Phonetics and Phonology
ENG 5830: Second Language Acquisition
ENG 5850: Cultural Issues of English as a Second Language
TESL 5890: Applied Pedagogy of Teaching English as a Second

Language
ENGS 5000-5099 : Literary Topic Seminar
ENGS 5100-5199: Special Topics in Literacy
ENGS 5200-5299 : Literary Genre Seminar
ENGS 5300-5399 : Author Seminar
ENGS 5400-5499 : Literary Period Seminar

C. Thesis (6 hours required) 6
ENG 6020: Thesis I
ENG 6030: Thesis II

Program
Total: 36

Requirements for Graduate Add-On Licensure in English as a Second Language (ESL): candidates for this licensure must have taken ENG 3460: Aspects of the English Language and ENG 3710: English Grammar or their equivalents.

ENG 5810: Phonetics and Phonology
ENG 5830: Second Language Acquisition
ENG 5850: Cultural Issues of English as a Second Language
TESL 5890: Applied Pedagogy of Teaching English as a Second Language

The degree must be completed within five years of admission to the program. Students should consult with the Program Director about the rotation of core courses, and schedule their capstone experience to assure completion of all requirements in a timely manner.

COURSES

Some courses fulfill requirements for students in other graduate programs.

A. ENGLISH EDUCATION COURSES (EED)
(also in the Licensure Concentration core is EDN 5660, Applied Educational Research: see listing in M.A.Ed. program)

EED 5510. The Teaching of Writing: Theory and Practice
Study and classroom application of composition theories (current-traditional, expressive, cognitive, social epistemic) and scholarship on writing. Study and application of types of writing, writing assignments, writing curricula and units, and strategies for teaching and assessing writing in English and Language Arts classes (6-12) and college composition courses. Specific topics may include process

writing, writing across the curriculum, integrated language arts, adapting to diverse learners, technology applications, and alignment with the N.C. Standard

Course of Study. Credit, 3 semester hours.
EED 5520. The Teaching of Literature: Theories, Issues, and Practices Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds, and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts. Credit, 3 semester hours.

B. ENGLISH COURSES (ENG, SPE, TESL)

ENG 5000. Literacy in Context: Issues and Reform.
Examinations of literacy issues from intersecting historical, global, psychological, socioeconomic, class, and curricular perspectives (including gender and race); the role of technology in literacy; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; and how literacy professionals can provide leadership in the twenty-first century. Credit, 3 Semester hours.

ENG 5030. North Carolina Literature
Study of critically acclaimed fiction, drama, and poetry by North Carolina writers whose works are representative of contemporary Southern literature. Writers may include Paul Green, Doris Betts, Clyde Edgerton, Kaye Gibbons, Lee Smith, Jill McCorkle, Tim McLaurin, A. R. Ammons. Credit, 3 semester hours.

ENG 5050. Native American Literature
Study of the historical and continuing contributions of Native American authors to literary studies, especially within the United States. Particular attention will be paid to the intersections of Euroamerican and Native American traditions. Topics covered may include, contemporary issues, oral and written traditions, identity, place, colonization, displacement, and differing world views. Credit, 3 semester hours.

ENG 5100. Rhetorical Grammar
Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing. Credit, 3 semester hours.

ENG 5110. Principles of English Linguistics
A study of the English language as a system of rules operating at various levels (sound, word formation, syntax, and discourse) and how this system governs and explains our everyday use of the language. The course will focus on English but will also include analysis of examples from other languages of the world for comparative purposes.

ENG 5200. Issues in Contemporary American English
Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today. Credit, 3 semester hours.

ENG 5210. Advanced Creative Writing Study and extensive practice in a variety of literary genres such as fiction, poetry, script and/or play writing, children's literature, and others. Workshop format. Credit, 3 semester hours.

SPE 5230. Spoken Communication
Study of the communication behaviors which influence our casual and business relationships. Review of intrapersonal, interpersonal, interview, group discussion, and public communication. Credit, 3 semester hours.

ENG 5300. Theories and Methods of Literary Research
Study of the major theoretical approaches to interpreting literature; application of research methodology to study of texts, periods, genres. Credit, 3 semester hours.

ENG 5440 Process Writing: Theory
Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, writing to learn, and rhetoric; and to current research related to process writing, responding to and evaluating student writing. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5450. Credit, 3 semester hours.

ENG 5450 Process Writing: Practicum
Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and to current best practices, including collaborative learning/writing strategies and Writing Across the Curriculum. PREREQ: (1) Acceptance into the North Carolina Writing Project at UNCP, (2) To be taken simultaneously with ENG 5440. Credit, 3 semester hours.

ENG 5500. Advanced Nonfiction Writing
Study and extensive practice in expository, persuasive writing, narrative, autobiographical and biographical forms. Topics may include creative non-fiction and modern literary journalism. Credit, 3 semester hours.

ENG 5600. Americans in Paris
Study of works by American writers living and writing in Paris during the 1920's through 1950's and the ways in which the expatriate experience influenced American literature and literary modernism. Writers may include Stein, Hemingway, Fitzgerald, Wright, Baldwin, Miller, and the Beat poets. Students may have the opportunity for travel to Paris for seven to ten days to visit the sites studied during the course. Credit, 3 semester hours.

ENG 5610. Shakespeare Studies
An intensive study of Shakespeare and his work considering both Early Modern stage practice and gender, genre, race, adaptation, and performance. The course may also provide an opportunity for a trip to Shakespeare's England. Credit, 3 semester hours.

ENG 5750. Film Studies
An investigation of film in its cultural, social, and historical contexts; the film text in its various configurations, including a discussion of film narrative, film techniques, film history, the development of the medium and the industry, as well as a study of theory, criticism, and analysis. Topics may vary to cinema, and movements in film history. Credit, 3 semester hours.

ENG 5810. Phonetics and Phonology
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Credit, 3 semester hours.

ENG 5830. Second Language Acquisition
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Credit, 3 semester hours.

ENG 5850. Cultural Issues of English as a Second Language
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Credit, 3 semester hours.

TESL 5890. Applied Pedagogy of Teaching English as a Second Language
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Credit, 3 semester hours. PREREQ: ENG 3460, 3710, 5810, 5830, 5850.

C. ENGLISH SPECIAL TOPICS COURSES (ENGS)
ENGS 5000-5099. Literary Topic Seminar
A seminar approach to the study of a particular, possibly interdisciplinary, topic in literary study. Topics may include literary theory, literature and the arts, Biblical literature, literature and myth. Credit, 3 semester hours.

ENGS 5100-5199. Special Topics in Literacy
Study of significant contemporary figures such as Freire, Kozol, Ong, Villanueva, Bahktin, Heath; topics such as rhetorical theory, adult, and/or family literacy. PREREQ: ENG 5000 recommended. Credit, 3 semester hours.

ENGS 5200-5299. Literary Genre Seminar
A seminar approach to the study of a particular literary genre or sub-genre seen in its genesis, maturation, and subsequent influence; possible topics include Courtly Literature, Romantic Poetry, Modern Poetry, The Bildungsroman, The Short Story, Modern World Drama, The Epic. Credit, 3 semester hours.

ENGS 5300-5399. Author Seminar
A seminar approach to the study of a literary figure whose substantial literary corpus may be investigated through primary texts, major scholarship, theoretical approaches, and bibliographical and textual study that situate the author within a particular literary, historical, or cultural framework. Credit, 3 semester hours.

ENGS 5400-5499. Literary Period Seminar
A seminar approach to the study of a significant period of American, British, or world literature; texts are examined for the characteristics that define the period and as evidence of literary, historical, and cultural contexts. Possible periods for study are Medieval British Literature, English Romanticism, Literature of the English Renaissance, American Transcendentalism, American Literary Realism, Eighteenth Century Studies, and the Victorian Age. Credit, 3 semester hours.

ENGS 5700-5799. Expanding Canon Seminar
A seminar approach to the study of a significant author, topic, period, or genre related to the expanding canon. The focus of this course might include Native American, African-American, Asian American, Women's, Latino/a, Post Colonial, regional, working-class, or other literatures. Credit, 3 semester hours.

D. THESIS
ENG 6010. Three-Credit Thesis
A research paper produced during one semester, of at least 25-30 pages, that substantially develops through extensive revision a research paper that earned an A in a course taken during the student's first 21 hours in the Master of Arts in English Education; expanded research and writing under the direction of a faculty advisor (in whose course the original paper was submitted) and second reader who schedule meetings and submission of work throughout the semester. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work. Credit, 3 semester hours.

ENG 6020. Thesis I
The first of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two

other graduate faculty members who schedule the student's meetings and submission of work. ENG 6020 earns a grade of Satisfactory (Pass) upon the student's successful review of relevant primary and secondary sources culminating in an acceptable annotated bibliography and prospectus. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

ENG 6030. Thesis II
The second of two courses leading to a research paper of at least 40-60 pages, produced during two successive semesters, on a topic the student has not yet explored in a research paper previously submitted in a course taken during the student's first 21 hours in the Master of Arts in English Education; extensive, focused research and writing under the direction of a faculty advisor and two other graduate faculty members who schedule the student's meetings and submission of work. ENG 6030 consists of the student's drafting, revising, and submitting the completed, successful thesis to earn a grade of Satisfactory (Pass). Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. Credit, 3 semester hours. PREREQ: Completion of 21 hours of graduate work.

E. INTERNSHIP (courses required for M.A.T. candidates; see MAT Program Handbook)
EED 5810. Internship in Secondary English Education Ten week, full-time internship experiences in an off-campus public school setting appropriate for 9-12 English licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

TESL 5810. Internship in TESOL
Ten week, full-time internship experiences in an off-campus public school setting appropriate for K-12 ESL licensure. Credit, 3 semester hours. PREREQ: Approval of the English Education Program Director.

8. Proposals from the Department of Music

8.1 Program Proposal: The Department of Music proposes to eliminate the current Sacred Music Minor degree and replace it with two new Sacred Music Minor degrees, one designed for vocal majors and the other designed for instrumental music majors and non-music majors.

Rationale: The department wants to make this minor accessible to all students, majors and non-majors, including voice majors who previously had too many overlapping courses between the major and the minor. Vocal students and instrumental students have different skills that need to be addressed; therefore two Sacred Music Minor degrees need to be established.

Dept vote: 11 for; 0 against; 0 abstain
Affect others: no
Departments affected and how: n/a
Affected Chair: n/a
Additional Resources: no
Additional Resources required: no

8.2 Program Proposal: The Department of Music proposes to add a Sacred Music Minor degree designed for instrumental music majors and non-music majors.

Rationale: This minor degree is designed to meet the needs of instrumental music majors, as well as students who are not pursuing a degree in music.

Dept vote: 11 for; 0 against; 0 abstain
Affect others: Yes
Departments affected and how: Department of Philosophy and Religion
Students may choose REL 1050 or REL 1060 to fulfil electives requirement.
Affected Chair agrees: yes
Additional Resources: no
Additional Resources required: no

File Attachment: Sacred_Music_Minor_Inst.docx

8.3 Program Proposal: The Department of Music proposes to add a Sacred Music Minor degree designed for Voice Music Majors or Keyboard/Vocal Orientation Music Majors.

Rationale: The department wants to make this minor accessible to all students, majors and non-majors, including voice majors who previously had too many overlapping courses between the major and the Sacred Music Minor.

Dept vote: 11 for; 0 against; 0 abstain

Affect others: Yes
Departments affected and how: Department of Philosophy and Religion
Students may choose REL 1050 or REL 1060 to fulfill electives requirement.
Affected Chair agrees: yes
Additional Resources: no
Additional Resources required: no

File Attachment: Sacred_Music_Minor_Inst.docx

MINOR IN SACRED MUSIC: Instrumental Emphasis Music Majors or Non-Music Majors

A program designed to enable Instrumental Emphasis music majors or non-music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

	Sem. Hrs.
MUS 1001 (Choir, above major requirements)	4
MUS 3290 (Conducting)	2
MUS 3900 (Church Music)	3
MUS 1140 and MUSL 1140 (Theory I, Theory I Lab)	4
Keyboard Requirements: Music Majors: Two semesters of MUSP 1021 (post-piano proficiency) or MUSP 1041 (organ) Non-Music Majors: MUS 1330 and 1340 (Class Piano for Non-Majors)	2
Electives (REL 1050, REL 1060 or music courses that are not part of the music major degree)	3
	Total: 18

MINOR IN SACRED MUSIC: Voice Music Majors or Keyboard/Vocal Orientation Music Majors

A program designed to enable Voice music majors or Keyboard/Vocal Orientation music majors to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

	Sem. Hrs.
REL 1050 (Old Testament) or REL 1060 (New Testament)	3
MUS 3290 (Conducting)	2
MUS 3900 (Church Music)	3
MUS 1140 and MUSL 1140 (Theory, Theory I Lab)	4
Applied Music (MUSP) Keyboard (Organ and/or Piano beyond major degree requirements)	3
Music Electives (courses that are not part of the music major degree)	3
	Total: 18

9. Proposal from the QEP Committee

THE WRITING INTENSIVE PROGRAM

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

ART 2080	Survey of Art I: Ancient through Medieval
ECE 2020	Foundations of Early Childhood Education
ECN 2020	Principles of Microeconomics
ECN 2030	Principles of Macroeconomics
ENG 3130	The American Renaissance
ENG 3040	Principles of Literary Study
ENG 3700	Advanced Composition
ENG 3590	Creative Nonfiction
HST 3000	Introduction to the Study of History
MCM 2400	Writing for the Media
MKT 3120	Principles of Marketing
MGT 3060	Organization and Management
MUS 3970	World Music: A Global Study
NUR 3000	Transition to Professional Nursing
PHI 2070	Contemporary Moral Issues
PHI 2040	Introduction to Ethics
REL 2050	Religion, Art, and Culture
PSY 3000	Research Methods Capstone
SWK 3450	Human Behavior in the Environment
SWK 3710	Writing in the Social Sciences
SWK 3910	Social Work Research

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Email correspondence between Dr. Elizabeth Normandy, Chair of the QEP Committee, Mr. Holden Hansen, Chair of the Curriculum Committee, Dr. Paul Flowers, Chair of the Academic Affairs Committee, and Dr. Kathleen Hilton, Associate Vice Chancellor of Academic Affairs

On Oct 22, 2010, at 8:33 AM, "Paul Flowers" <paul.flowers@uncp.edu> wrote:

I agree fully with Holden's and Kathleen's comments. In summary:

1) The QEP chair should present a proposal summarizing the change in catalog information, appended to which would be the department chair signature-bearing QEP proposals for existing courses that won't be significantly modified (rather just denoted WE or WID).

2) I believe the new catalog information being proposed, as described by Liz below, is appropriate for first-consideration by the Curriculum Subcommittee (if there are general education courses involved, the General Education Subcommittee should be included).

3) After this first consideration, the proposals would then pass to the Academic Affairs Committee, and finally the Senate.

Paul A. Flowers, Ph.D.
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Department of Chemistry & Physics
University of North Carolina at Pembroke
Pembroke NC 28372-1510
phone 910.521.6424
fax 910.521.6638

From: Kathleen Hilton

Sent: Thursday, October 21, 2010 6:57 PM
To: Holden Hansen; Elizabeth Normandy
Cc: Paul Flowers
Subject: RE: QEP Courses

I suggest that only Catalog copy be presented to Curriculum. The QEP committee form requests a department chair's signature and attaching those forms to the list of courses being submitted for inclusion in the Catalog would seem adequate to me. Some of the courses being formally designated as such may have met "writing enriched" or "writing in the discipline" criteria for some time; others may have significantly revised syllabi. However, since departments do not vote each time a faculty colleague alters a syllabus, I don't think a separate departmental vote on every proposed syllabus needs to be required for this approval process. Most faculty make some revisions to their syllabi each semester; this could become very cumbersome for all involved. Since the goal is to encourage more writing that improves students' written communication, a streamlined process seems preferable to me.

I'm not sure about the appropriate point of entry into the Committee structure and will wait to hear Paul's thoughts on that.

Kathleen

From: Holden Hansen
Sent: Thursday, October 21, 2010 6:20 PM
To: Elizabeth Normandy
Cc: Kathleen Hilton; Paul Flowers
Subject: RE: QEP Courses

First, I am unclear about what you mean by changes not being made permanent.

Second, if the course descriptions or numbers are not being changed, it doesn't seem necessary to fill out course forms.

If only the designation of WE/WD is to be added in a special section of the catalogue, then my initial suggestion is that this catalogue copy be presented to Curriculum, along with documentation that departments voted affirmatively on all affected course sections. The question is, presented by whom? The Chair of the QEP?

Our rules state that Curriculum proposals are generated from the Departments. However this is an unusual case. Recently, a Diversity Requirement was being developed for the University, and it occurs to me that the Curriculum Committee was not going to hear anything about that. There is a similarity there but the difference is that the way these QEP courses are going to be taught is very different. The Diversity requirement was not going to affect the delivery of courses.

Perhaps this should go straight to Academic Affairs and then on to the Senate? Or maybe go the route I propose in the sentence (above) before going to AA/Senate?)

I would like to hear from Kathleen and Paul on this before we determine a course of action.

From: Elizabeth Normandy
Sent: Thursday, October 21, 2010 5:30 PM
To: Holden Hansen
Cc: Kathleen Hilton
Subject: QEP Courses

Dear Holden,

As you may know, the QEP Committee has been soliciting proposals for Writing Enriched and Writing in the Discipline courses. Now after having received these, we are in the process of trying to figure out how to present them to the Curriculum Subcommittee for its approval. Here's the problem. At this point, these are courses that already exist in the curriculum. We will not be making permanent changes to the numbers, titles or course descriptions of these courses. All that needs to be added, according to the Registrar, to satisfy Banner, DARS, Brave Web, etc. is for the designation WE or WD to be added to the TITLE of the SECTION of the course that will be offered as a Writing Enhanced or as a Writing in the

Discipline course when it is offered in that format. There won't be any change to the catalog copy for already existing courses.

What we are proposing to do is to create a new section in the Catalog for the Writing Intensive Program of the QEP where all courses that have been approved by the departments and the QEP Committee to be Writing Enriched or Writing in the Discipline courses will be listed. Information would be provided in that section to effect that when these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they satisfy the graduation requirement regarding the completion of nine hours of Writing Enriched or Writing in the Discipline courses. This section would also state that the completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

My question is, how would you suggest we present this proposal to the Curriculum Subcommittee? Filling out Course Proposal Forms for each course does not seem to fit as that process seem to be for more permanent changes to all sections of the same course. Thanks for your help with this.

Liz

QUALITY ENHANCEMENT PLAN
GUIDELINES FOR WRITING ENRICHED COURSES

The goal of the Quality Enhancement Plan is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The choice of writing as the topic of the QEP grew out of a lengthy and deliberative process, in which all faculty, as well as other key stakeholders, were given the opportunity to offer input. The University's QEP "Write to the Top: Enhancing Student Writing through a Writing Intensive Program" was approved without recommendations for revision by the SACS On-Site Reaffirmation Committee in spring 2010.

The purpose of the Guidelines for Writing Enriched Courses is to assist faculty as they develop proposals for Writing Enriched courses. These Guidelines should also be used by faculty as they develop Writing Enriched courses and the QEP Advisory Committee as they review course proposals and design faculty development activities. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. Guidelines for the Writing in the Discipline courses are contained in a separate document. Listed below are required or recommended elements for courses that will be designated as Writing Enriched courses.

1. Syllabus. Faculty teaching Writing Enriched courses should include writing assignments in course requirements and syllabi and clearly define expectations for performance.

2. Student Learning Outcomes. The syllabus should include student learning outcomes that are reflective of and consistent with those of the QEP, but it need not address all of the outcomes outlined in the QEP. QEP student learning outcomes for improving general writing skills encompass knowledge and skills in four areas: rhetorical knowledge; critical thinking, reading and writing; processes; and knowledge of conventions. See Appendix A for a complete description of the QEP student learning outcomes.

4. Instruction and Evaluation of Papers. Instructors in Writing Enriched courses must provide explicit writing instruction and guidance through lessons, peer review, one-on-one conferences, written or oral responses to student writing, or other forms of writing instruction and response. The instructor should provide comments on the students' control over the subject matter, as well as on clarity, organization, usage, and effectiveness of expression.

5. Assignments. Writing should be spread throughout the course in a sequence of related assignments rather than concentrated in a large term paper at the end of the course. Writing Enriched courses may provide a variety of in-class and out-of-class writing opportunities that may include formal and informal papers, journals, learning logs, on-line discussion forums, in-class assignments, lab reports, and research projects. Instructors may choose to assign a combination of short or long, "rough" or "polished" essays in genres appropriate to their disciplines. Some instructors may want to make use of writing-to-learn assignments, such as journals and "minute papers." At least one assignment must be designed to culminate in a polished piece of writing.

6. Required Number of Papers or Words. The number and length of individual assignments is left to the discretion of the instructor, but the use of multiple in-class and out-of-class writing assignments is encouraged.

7. Revision. Each proposed course must include at least one substantive assignment in which students submit at least one draft for comments from the instructor and then revise the draft to take account of those comments. The instructor and, when possible, other students will respond to preliminary drafts. The multistage revision process will allow students to gain practice in the writing process and show students how to use drafts of a paper to shape its form and content.

8. Use of Rubrics. Faculty may provide students with adequate feedback on their written work by using rubrics in evaluating papers and providing extended commentary on drafts. Writing samples may be assessed using rubrics, and students may be taught how to assess their own and their peers' writing using rubrics. Rubrics may be used to clarify expectations for students and make the grading process transparent. Waypoint Outcomes software will be used to collect aggregate data for the purposes of program assessment, but not for the purpose of determining course grades unless desired by the instructor.

9. How Writing Will Affect Final the Grade. In Writing Enriched courses, the syllabus will specify the percentage of the course grade that will be devoted to writing. Writing assignments should constitute a significant percentage of the grade. It is recommended that at least twenty to thirty percent of the course grade should involve improving student writing.

10. Class Size or Instructor/Student Ratio. Enrollment will be capped at 20 students, unless specific assistance to handle writing instruction for larger class sizes is provided.

11. Support Services. Students should be encouraged to use the resources provided by the University, such as the University Writing Center, the Mary Livermore Library, and the Center for Academic Excellence.

The QEP Committee welcomes input on the details of implementation and other aspects of the plan. Faculty who choose to offer Writing Enriched courses will have ample opportunity to collaborate on rubrics and student learning outcomes for their courses during the faculty development process.

APPENDIX A
QEP STUDENT LEARNING OBJECTIVES

A1. Rhetorical Knowledge—General Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Articulate the purpose of a piece of writing and effectively organize the writing in light of that purpose.
- Exhibit consistency in focus and reasoning. Details will be of sufficient quality and quantity to support thesis.
- Students will demonstrate the ability to develop content in which the central idea/purpose is clearly stated, the content is accurate and relevant, and credible support is provided.
- Adopt appropriate voice, tone, and level of formality with attention to appropriate audience. Exhibit skills in style and fluency, including voice and vocabulary appropriate to audience, discipline and task.
- Use conventions of format and structure appropriate to the rhetorical situation. Exhibit structural integrity in organization and development. This will include a clear thesis and purpose; logical arrangement of ideas; and appropriate opening, conclusion, and transitions.

A2. Rhetorical Knowledge---Disciplinary/Professional Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Understand and employ the main features and purposes of writing in the relevant discipline.

B1. Critical Thinking, Reading, and Writing—General Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Understand a writing assignment as a series of tasks, involving finding, analyzing, evaluating, and synthesizing appropriate primary and/or secondary sources.
- Assess the nature and scope of writing assignments to determine appropriate writing and/or research strategies.
- Exhibit ability to access, evaluate, and utilize information from a variety of sources and media.
- Constructively develop their own ideas in relation to those of others.
- Exhibit critical thinking by applying principles and strategies of analysis and argumentation.

B2. Critical Thinking, Reading, and Writing---Disciplinary/Professional Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Learn the interrelationships among critical thinking, critical reading, and writing in the relevant discipline.
- Exhibit ability to synthesize research in writing appropriate to the discipline.

C1. Processes---General Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Write multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, critiquing, editing, and proof-reading/copy-editing.
- Learn to critique their own and others' work

C2. Processes--- Disciplinary/Professional Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Write multiple drafts to create and complete a successful text in the relevant discipline.
- Write in stages, review work-in-progress in collaborative peer groups, save editing for the latter stage of the writing process, and apply technologies commonly used to research and communicate in their fields.
- Reformulate and revise first drafts, attending first to concerns about argument and accuracy and later to more local, paragraph, and sentence issues.
- Learn to critique their own and others' works according to the standards of the relevant discipline.

D1. Knowledge of Conventions—General Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Use appropriate syntax, grammar, punctuation, and spelling. Exhibit competency in usage and writing mechanics so that words accurately convey the writer's meaning
- Appropriately document their work. Students will demonstrate the ability to incorporate research appropriately and to cite sources accurately.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics. Students will demonstrate the ability to organize papers with an identifiable structure.

D2. Knowledge of Conventions--- Disciplinary/Professional Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Appropriately use specialized vocabulary, format, and documentation in the relevant discipline. Use syntax, terminology, and technical language appropriate to the selected discipline's overall style.

- Write in the forms and genres of writing required by each discipline (i.e., conference papers and research articles).

E. Other—Disciplinary/Professional Competency

Students who complete courses in the Writing Intensive Program will be able to:

- Exhibit confidence in the emerging writing skills and cognitive abilities needed to communicate in the disciplines.
- Exhibit less apprehension about scholarly writing
- Demonstrate writing skills sufficient to fulfill the writing requirements of each academic program (i.e., a graduate level thesis).

UNCP Writing-Intensive Program Course Proposal Form

Use this form to propose a Writing Enriched course or a Writing in the Discipline course for the QEP Writing Intensive Program. A Writing Enriched course is one that includes extensive and intensive instruction in writing. A Writing in the Discipline is a course that teaches students about the roles and uses of writing in their fields of study. Proposals must be accompanied by the UNCP Professional Development Application which is found on page three of the course proposal form.

_____ _____

Course Prefix/Number Course title

Department Chair Approval_____

Part One: Department Information

Catalog course description:

- Curriculum requirements this course meets [for purposes of department planning--check all that apply]:

___Gen ED ___Dept. Major ___Dept. Minor ___Writing Enriched (WI) __Writing in the Discipline (WID)

- Course Format:

___Lecture ___Lecture & Lab ___Seminar ___Practicum ____ Online ___Other (please specify)_____

- Course Frequency:

___Each term ___Each year ___Alternate years ___Other (please specify) _____

Part Two: Course Information

--› **Attach a copy of the proposed course syllabus.** Specify below how you would envision using the elements listed in your proposed Writing Enriched or Writing in the Discipline course.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:

1b. Estimated # of pages of INFORMAL writing in course: _____

1c. Describe the learning outcomes expected from the required informal writing:

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:

2b. Estimated # of pages of FORMAL writing in course: _____

2c. Describe the learning outcomes expected from the required formal writing:

3. What percentage of the course grade is determined by the INFORMAL writing assignments? _____ by the FORMAL writing assignments? _____

4. How will students receive instruction on discipline-specific writing practices as part of the course? Please indicate where and what discipline-specific writing practices are included.

5. What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?

For Office Use Only

WE or WID course designation approved: _____ _____

QEP Committee Chair Date

UNCP Professional Development Application
QEP Writing Intensive Program

In order to teach Writing Intensive (WI) courses at UNCP faculty must actively participate in faculty development workshops that will help you to integrate writing pedagogy into their courses. Full-time faculty or part-time faculty may apply. You will be compensated for your work in this program through a stipend.

You must be able to attend up to ten hours of faculty development activities and integrate writing in your course design using a course template. You must also have the approval of your department chair in order to participate.

Applications should be submitted **AS SOON AS POSSIBLE** but no later than **October 15.**

Name: _____

Department: _____

UNCP phone extension: _____

E-mail address: _____

Please explain briefly why you want to be a part of the WI workshops. If you have had past experience with intensive writing programs please discuss. (Feel free to attach additional pages if necessary).

Applicant's Signature_____

Department Chair's Signature_____

Date_____

Send to **Elizabeth Normandy**
Teaching and Learning Center
301 Lowry Building