

Undergraduate

Prepared By: Kathryn Raign
Phone: 940-565-4665

5/20

REQUEST FOR
**ADDITION OF COURSE TO
CORE CURRICULUM**

College/School: Arts & Sciences
Department: Linguistics and Technical Communication

Subject Prefix: TECM Course Number: 1312 Semester Credit Hours: 3

TCCNS Number (if applicable) _____ Hours Per Week: 3 Lecture
(common course number) _____ Lab

Title Introduction to Academic Writing for International Students _____ Recitation
Short Course Title : Writing for International Students _____ Other
(maximum 22 characters including spaces)

Category of Core Curriculum course is to be added: English

Catalog Description:

Teaches students to think critically and creatively while learning to analyze the modes of communication representative of the American university. Students will read academic texts, work collaboratively with their classmates, and learn to communicate effectively within the academy. This course includes a research component. May be substituted for ENGL 1310 by international students only.

Prerequisite(s):

None

If course is cross-listed, indicate below:

Department: _____ Subject Prefix/Course Number: _____
Department: _____ Subject Prefix/Course Number: _____

Justification for course to be added to Core Curriculum (Include how course would satisfy each exemplary objective.):

EEO—Master and demonstrate writing and speaking skills through invention, organization, drafting, revision, editing, and presentation.

OAOs—Be able to locate, evaluate and organize information including the use of information technologies.
Explore English.

Task: Research Portfolio

Students will research a topic related to American culture and locate information about that topic using the library's information technology. The portfolio must include the students' invention exercises, and working drafts. The drafts must show evidence of revision and editing. They will write an annotated bibliography, an abstract, and an 8-10 page research paper with multiple drafts, and peer commentary.

Scoring: This assignment will count for 20% of the students' final grade. Students will be graded on a scale of 0-100, and will receive points for including each portion of the portfolio and for the content and correctness of the final paper. Our target is to have 70% of the students in the course receive a score of 75 or better.

EEO—Understand the importance of specifying audience, purpose and to select appropriate communication choices.

OAOs-- Think critically and creatively, learning to apply different systems of analysis.

Task: Interview Paper

Students will write an essay based on an interview or interviews with someone who represents the community of interest they have chosen to study. Students must use multiple methods to gather information including conversation, observation, survey, etc.

Scoring: This assignment will count for 20% of the students' final grade. Students will be graded on a score of 0-100, and will receive points for meeting the requirements of the assignment, the content, and the correctness of the content. Our target is to have 70% of the students in the course receive a score of 75% or higher.

EEO—Understand and apply basic principles of critical thinking, problem solving, and technical proficiency, including grammar, in the development of exposition and argument.

OAO—Develop problem-solving skills that incorporate multiple viewpoints and differing contexts in their analysis.

Task: Proposal

Students will write a proposal in which they identify a research problem and they research methods that they will use to solve that problem. Students must address multiple views concerning the problem they select. They will also identify the genre of document they will write, and why it is an appropriate choice for their discipline.

Scoring: This assignment will count for 20% of the students' final grade. Students will be graded on a scale of 0-100, and will receive points for successfully identifying and justifying their research topic and for the content and correctness of the final paper. Our target is to have 70% of the students in the course receive a score of 75 or better.

OAO—Engage with a variety of others in thoughtful and well crafted communication:

Broaden and refine their thinking as part of the give and take of ideas, seeking to better understand other's perspectives as well as their own.

Task: Classroom Discussion

To fulfill their participation grade, students will be expected to participate fully in class discussions based on readings, presentations, etc using thoughtful well-crafted communication.

Scoring: This will count for 10% of the students' total grade. Students will be graded on a scale of 0-100 and will receive points for regular and intelligent contributions to class discussions. Our target is to have 70% of the students in the course receive a score of 75 or better.

OAOs—Deepen their understanding of the variety of human experience and gain the capacity to see situations from another's point of view.

Gain leadership skills that prepare them for active citizenship.

Task: Peer Review

To fulfill the requirement for peer review, students will work in groups to discuss and evaluate each other's writing. Students must consider the view point of the student writing, and how well he or she understands the human experience of which he or she is writing. Students will be expected to take a leadership role in making both oral and written comments, and to include the written comments they receive from their classmates with their final papers.

Scoring: Combined with the score for class discussion, this will count for 10% of the students' total grade. Students will be graded on a scale of 0-100 and will receive points for regular and intelligent contributions to peer review, as well as the quality of their written comments. Our target is to have 70% of the students in the course receive a score of 75 or better.

Consultation with University Curriculum Assessment Committee member:

Department: _____ Contact: James Conover Date: _____

New Core Curriculum Requests must include:

Revised VPAA: 11/00
UCC-A-102

- Syllabus: Maximum 4-page syllabus attached
Assessment: Consultation w/University Curriculum Assessment Committee member in this core component group.
 Assessment procedures (criteria to be used in assessing this course) must be attached separately

APPROVED:

Department Chair: Brenda Sims Date: 4-18-09
College/School Curriculum
Committee Chair: B. Smathe Date: 5/13/09
Dean of College/School: B. Smathe Date: 5/13/09
Core Oversight Committee
Chair: _____ Date: _____
University Curriculum
Committee (VPAA): _____ Date: _____

Assessment Plan for TECM 1300, 1312

EEO—Think critically and creatively, learning to apply different systems of analysis.

Task: Proposal

Students will write a proposal in which they identify a research problem and the systems of analysis that they will use to creatively solve that problem.

Scoring: This assignment will count for 20% of the students' final grade. Students will be graded on a scale of 0-100, and will receive points for including each portion of the portfolio and for the content and correctness of the final paper. Our target is to have 70% of the students in the course receive a score of 75 or better.

EEO—Engage with a variety of others in thoughtful and well crafted communication.

Task: Classroom Discussion

To fulfill their participation grade, students will be expected to participate fully in class discussions based on readings, presentations, etc using thoughtful well crafted communication.

Scoring: This will count for 10% of the students' total grade. Students will be graded on a scale of 0-100 and will receive points for regular and intelligent contributions to class discussions. Our target is to have 70% of the students in the course receive a score of 75 or better.

EEO—Be able to articulate the values that undergird their lives, the UNT community, and the larger society.

Task: Research Portfolio

Students will conduct research on a topic in their chosen discipline and locate information about that topic using the library's technology. In addressing their chosen topics, students must consider the value systems that influence their views and the views of others. The portfolio must include the students' invention exercises, and working drafts. The drafts must show evidence of revision and editing. They will write an analysis of the style guide used by their discipline, an annotated bibliography, an abstract, and an 8-10 page research paper with multiple drafts, and peer commentary.

Scoring: This assignment will count for 20% of the students' final grade. Students will be graded on a scale of 0-100, and will receive points for successfully identifying and justifying their research topic and for the content and correctness of the final paper. Our target is to have 70% of the students in the course receive a score of 75 or better.

EEO—Cultivate self-awareness, balance, and openness to change.

Task: Peer Review

To fulfill the requirement for peer review, students will work in groups to discuss and evaluate each other's writing. Students must develop self-awareness of their own abilities as writers, and must demonstrate a sense of balance when critiquing the work of others.' Students must show an

openness to change by demonstrating their willingness to revise based on the comments they receive.

Scoring: Combined with the score for class discussion, peer review will count for 10% of the students' total grade. Students will be graded on a scale of 0-100 and will receive points for regular and intelligent contributions to peer review, as well as the quality of their written comments. Our target is to have 70% of the students in the course receive a score of 75 or better.

Introduction to Composition for International Students

This course meets the requirements for the University CORE Institution Option, Discovery. The objectives include:

- Think critically and creatively, learning to apply different systems of analysis.
- Engage with a variety of others in thoughtful and well crafted communication:
- Be able to articulate the values that undergird their lives, the UNT community, and the larger society.
- Cultivate self-awareness, balance, and openness to change.

Students in this course will improve their written and oral communication skills while investigating the culture of the American university. Over the course of the semester,

- Students will choose an American cultural community they wish to study, and then justify that choice in an orally presented proposal. They might choose a community such as movie-goers, fast food fanciers, gym members, members of Greek societies, people who love Starbucks, etc. Creativity will be encouraged, and topics must be approved by the instructor.
- They will visit a place frequented by their community and draw conclusions about what that location says about those members and their culture.
- They will attend an event hosted by the member's of their community and analyze the significance of the activities to the members.
- They will interview a member of their community and write a paper based on this interview.
- They will present the results of their explorations to the class in a multi-modal presentation.
- They will write will write a research-based term project, in which they argue why or why not they would like to join or not join the community they have studied.
- They will submit a portfolio of their semester's work.

Educational Objectives

- Learn effective study skills.
- Learn to practice time management.
- Learn to work as an effective member of a collaborative team.
- Learn skills for evaluating effective writing.
- Enhance grammar and punctuation skills.
- Become familiar with the genres of writing common to academic writing: narrative, description, analysis, and persuasion.
- Understand the writing process.
- Learn to apply the rhetorical situation (audience, purpose, occasion) to the decision-making process when writing and learning.

Assessment Goals

Students will be graded on the following:

- Ability to meet deadlines.
- Ability to work with others.
- Ability to effectively revise a document based on peer commentary and teacher review.
- Ability to effectively evaluate a piece of writing's effectiveness.
- Ability read, listen, and respond critically.
- Ability to complete assignments.

Text Books

Discovering American Culture

A Year in the Life of an ESL Student: Idioms and Vocabulary You Can't Live Without

Grade Breakdown

Proposal Paper	20%
Event Paper	20%
Interview Paper	20%
Research Portfolio	20%
Presentations	10%
Participation	10%

Attendance Policy

The department of Linguistics and Technical Communication expects all students to attend class and will consider absences when determining semester grades. The department follows the guidelines below:

Number of Allowed Absences

At the discretion of the instructor, a student who has the following number of absences, may receive a WF or F:

- 7 absences in a class that meets 3 times a week.
- 5 absences in a class that meets 2 times a week.
- 3 absences in a class that meets 1 time per week or a summer course.