

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 13-1206
UWUCC Action-Date: AP-3/11/14 Senate Action Date: App-3/25/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit English	Phone 724-357-2261

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **ENGL 485/H Honors English Portfolio**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy	

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		10/25/13
Department Chairperson(s)		10/25/13
College Curriculum Committee Chair		10/30/13
College Dean		10/31/13
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		12/6/13
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		

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MAR 10 2014
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Liberal Studies
Liberal Studies

Part II. Description of Curricular Change

I. SAMPLE SYLLABUS OF RECORD

1. Catalog Description

ENGL 485 Honors English Portfolio/H

1c-01-1cr

Prerequisites: Declared English Major; must be enrolled in English Honors Track; must be enrolled in ENGL 484 Topics in English Studies.

As one of the requirements for achieving English Honors, students construct an Honors version of the summative portfolio required of all BA majors. Complements the objectives and semester topic of the section of ENGL 484 Topics in English Studies in which the student is concurrently enrolled.

2. Course Outcomes

Like all students in 484 English Capstone, which requires that students create a summative portfolio, students in 485:

1. Identify and evaluate the most significant work they have done as an English major.
2. Reflect on the field of English Studies (i.e., its history, purposes, key issues and arguments, methods and methodological controversies)..
3. Because this is an Honors course, students will incorporate reflective knowledge and meaningful design in the following fashion:
4. Construct their portfolio in a fashion that demonstrates recognition of and reflection on the role of portfolios in critical-theoretical, historical, and disciplinary contexts.
5. Construct their portfolio in a fashion that highlights the form and function of the portfolio itself, demonstrating reflective thinking about portfolios in a fashion similar to how scholars in English Studies incorporate reflection on the form of literary and critical works. If the student has a second major or minor, we encourage interdisciplinary approaches to the construction of and reflection on the portfolio.

3. Course Outline

- Week 1 and 2:** **What is a portfolio? Reflecting the disciplinary function of the document**
Hours 1-6 What are the functions of a portfolio in terms of assessing student learning?
What are the functions of a portfolio in terms of English Studies?
Readings: Kathleen Blake Yancey and Irwin Weiser, Introduction, *Situating Portfolios: Four Perspectives*; Kay Burke, selections from *Designing Professional Portfolios for Change*
Review of curricular/professional documents:
Mission, relevant course objectives, track objectives, BA/BS objectives, and national standards documents.
- Week 3:** **What is a portfolio's shape? Reflecting on the relationship of form and content**
Hours 7-9 What are the differences and similarities between a portfolio and other auto-documentary genres? Three examples: The scholarly print portfolio, the ethnographic digital portfolio, the artist book
Readings: Johanna Drucker, "Introduction," "Critical Metalanguage for the Artists' Book," and "Electronic Media and the Status of Writing," from *Figuring the Word: Essays on Books, Writing and Visual Poetics*; Colby, Richard, "Digital Portfolio Sensibility: An Interview with Kathleen Blake Yancey."
Assignment:
Bring products and artifacts to class, brief rationale, draft of resumé/vita, draft of cover letter.
Reflection on content:
What do you want to demonstrate with your selections?
Reflection on genre:
What form best frames the content?
Reflection on resumé/vita:
How does organization alter image?
Reflection on cover letter
How do you want to link your letter to the form and content of your portfolio?
- Week 4** **Peer sharing and critique**
Hours 10-12 Assignment: Peer sharing and critique of draft portfolio: Products and artifacts, rationale, resumé/vita, cover letter
- Week 5** **Public display of artifacts**
Hours 13-14 Assignment: Group curation of portfolios.

4. Evaluation methods

The final grade for the course will be calculated as follows:

- 10% Class participation
- 15% Draft materials
- 25% Display and presentation to IUP public
- 50% Final portfolio

The grade for the display and presentation and final portfolio will be determined by the instructor in coordination with the instructor of the section of ENGL 484 Topics in English Studies in which the student is enrolled and the BA Program Director.

5. Example grading scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

6. Attendance policy

The attendance policy will conform to that stated in the IUP Undergraduate Catalog.

7. Required textbook(s), supplemental books, and readings

Kay Burke, *Designing Professional Portfolios for Change* (Corwin, 1997)

Richard Colby, "Digital Portfolio Sensibility: An Interview with Kathleen Blake Yancey." *Computers and Composition Online*. Spring 2005
<<http://www.bgsu.edu/cconline/yancey/yancey.htm>>.

Johanna Drucker, *Figuring the Word: Essays on Books, Writing and Visual Poetics* (Granary Books, 1998)

Kathleen Blake Yancey and Irwin Weiser, Introduction, *Situating Portfolios: Four Perspectives* (Utah State University, 1997)

8. Special resource requirements

None.

9. Bibliography

Baron, Cynthia. *Designing a Digital Portfolio*. Indianapolis: New Riders, 2004. Print.

Bullock, Ann Adams and Parmalee Hawk. *Developing a Teaching Portfolio: A Guide for Preservice and Practicing Teachers*. Upper Saddle River: Prentice-Hall, 2001. Print.

Burke, Kay. *Designing Professional Portfolios for Change*. Arlington Heights: IRI/SkyLight Training & Publishing, 1997. Print.

----- . *Professional Portfolios: A Collection of Articles*. Arlington Heights: IRI/SkyLight Training & Publishing, 1996. Print.

Campbell, Dorothy et al. *Portfolio and Performance Assessment in Teacher Education*. Boston: Allyn & Bacon, 2000. Print.

Drucker, Johanna. *Figuring the Word: Essays on Books, Writing, and Visual Poetics*. New York: Granary Books, 1998. Print.

----- . *The Century of Artists' Books*. New York: Granary Books, 2007. Print.

Hall, David. *Cultures of Print: Essays in the History of the Book*. Amherst: University of MA P, 1996. Print.

Hartnell-Young, Elizabeth and Maureen Morris. *Digital Professional Portfolios for Change*. Thousand Oaks: Corwin P, 2006. Print.

Howard, Nicole. *The Book: The Life Story of a Technology*. Westport: Greenwood P, 2005. Print.

- Klima, Stefan. *Artists Books: A Critical Survey of the Literature*. New York: Granary Books, 1998. Print.
- Lyons, Joan ed. *Artists' Books: A Critical Anthology and Sourcebook*. Rochester: Visual Studies Workshop P, 1993. Print
- Manguel, Alberto. *A History of Reading*. New York: Penguin, 2008. Print.
- Martin-Kniep, Giselle. *Why Am I Doing This? Purposeful Teaching through Portfolio Assessment*. Portsmouth: Heinemann, 1999. Print.
- McLaughlin, Maureen et al. *Portfolio Models: Reflections Across the Teaching Profession*. Norwood: Christopher-Gordon Publishers, 1998. Print.
- Perrée, Rob. *Cover to Cover: The Artist's Book in Perspective*. Rotterdam: Nai Publishers, 2002. Print.
- Seldin, Peter. *The Teaching Portfolio 4th Edition*. San Francisco: Jossey-Bass, 2010. Print.
- Yancey, Kathleen Blake and Irwin Weiser. *Situating Portfolios: Four Perspectives*. Logan: UT State U P, 1997. Print.

II. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

ENGL 485 complements 484 Topics in English Studies, the English BA Major's capstone course, but is designed for English majors wishing to earn English Department Honors. ENGL 484 requires students to complete an English Studies Portfolio, a graduation requirement. This course asks students to do things with their portfolio that does not happen in 484: (1) reflect on the disciplinary function and history of portfolios and on the relationship between the form and content of portfolio, (2) to synthesize that reflection in the selection of materials and construction of their own portfolio, and (3) to display their portfolios to the IUP public.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No changes required.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

Not applicable.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

University of Washington, HONOR 100 Peer Education Prep Seminar

Northeastern University, HONR 1102 Enhancing Honors

University of Georgia, HONORS 1000H Intro to Honors

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No.

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Not applicable.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

Not applicable.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Yes. The course will either be taught on overload or added to the schedule of faculty who are teaching less than maximum hours.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

No additional resources are required.

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

Not applicable.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Once a semester.

C5 How many sections of this course do you anticipate offering in any single semester?

One.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

As an Honors course, we cannot accept more than 20 students.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This is not a distance education course.

Honors College Course Proposal Questions:

To help us understand the pedagogy for your syllabus, please submit your thoughtful and concrete answers to the ten questions below:

1. Upon what definition of an honors student is this course description built?

The honors student is an outstanding student whose presence significantly impacts what happens inside the classroom. While we do not assume that the student does not need to learn basic skills (such as what a portfolio is, how to select materials, etc.), we expect them to be willing and able to do qualitatively different work than a non-honors student and to build upon prior and acquired skills in distinct fashion. The honors student is also willing and able to participate in an interactive, learning-community based pedagogy in which student work plays a significant role.

2. Describe how this course is different from a regular (non-honors) section of this or a similar course? Explain how the differences meet the criteria of being qualitatively different from a normal undergraduate course rather than just covering quantitatively more material?

The honors portfolio differs in terms of the student's recognition of the historical, cultural, formal, and technological role of the portfolio vis-à-vis the history of the book and other media, of English Studies, and of education. In addition, we expect a more reflective, deliberate, and meaningful relationship of the portfolio's contents and form, in line with the kinds of advanced thinking about aesthetic form an upper-level English major should be capable of doing.

3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective? Give specific examples. Are there ways in which there could be more emphasis in critical thinking? If so, what are the impediments to a greater emphasis on critical thinking in the proposed course?

In addition to the critical thinking about English Studies and their place in it required of the portfolio in terms of selection, reflection, synthesis, and application, the course asks students to consider the portfolio as a genre with a history, a disciplinary significance, and a technological and formal shape. This consideration is approached historically, culturally, formally, and technologically. Finally, we ask the student to manifest this critical thinking in terms of a reflective, deliberate, and meaningful relationship of the portfolio's contents and form.

4. Demonstrate how the pedagogy of this course is interactive and student-centered. Explain the ways in which your method of instruction creates a classroom environment, which is truly open to discovery by students. (As opposed to being one in which the professor plans to lead the students--however interactively--to predefined conclusions.)

Students in this course are upper-level English majors, so will be approaching or achieving curricular objectives that enable effective classroom collaboration modes such as discussion, problem-solving, and teamwork. Students in this course are also enrolled in the English capstone course, ENGL 484 Topics in English Studies, a course modeled on the honors curriculum; thus, they will already be part of a learning community in which interaction and student-centered inquiry are central. In addition to the peer-work methods utilized in the first two weeks of the course as students share, discuss, and reflect on the readings and other course materials, the last two weeks of the course are built completely around student work, including peer workshops of portfolio drafts and formal presentations.

5. Explain how this course reflects high expectations for self-initiated student learning? In what ways does this course provide a foundation, which teaches students HOW TO be self-initiated learners rather than just assuming they will be?

As a complement to the English Capstone course ENGL 484 Topics in English Studies, this course is designed for students who are expected (1) to reflect on their place in English Studies, (2) to dialogue with the subject matter on an individual basis, and (3) to develop a semester project that reflects their individual identity (both in terms of their interests and life goals and in terms of their other majors and minors). In addition, the portfolio project asks that students select, reflect, synthesize, and apply the knowledge they have acquired as English majors and the products they have created in their courses. In this course, students are asked to take that reflection and dialogue to a higher level, thinking critically about and producing a portfolio that demonstrates understanding of the portfolio as a genre, a historical artifact, a technology, and a personal and professional document.

6. Describe how this course meets the criteria of providing an integrative or synthetic approach to knowledge? How could this feature be enhanced? Describe the impediments to a more enhanced synthetic approach.

In addition to asking students to select, reflect, synthesize, and apply knowledge and artifacts towards the construction of a coherent portfolio, the students are asked to take that reflection and dialogue to a higher level.. Complementing this objective, students are asked to consider how portfolio construction can be considered in theoretical, historical, technological, disciplinary, and professional terms and to integrate that consideration into the form of the portfolio itself.

7. Give evidence that this course moves at a pace appropriate for honors students while recognizing that, though honors students may be very bright, they do not necessarily come with pre-existing academic SKILLS.

Students in the course will acquire basic knowledge of the purpose, criteria, and construction of the English Studies portfolio in ENGL 484 Topics in English, the course they will take in conjunction with this one. The higher-level objectives of this course will be achievable by way of in-class discussion, readings, peer- and instructor-based feedback on their work, and revision.

8. How does this course demonstrate concern for students' affective and moral/ethical as well as cognitive growth? Do you have suggestions for strengthening the affective and/or moral/ethical focus? Describe the impediments to strengthening this aspect of the course.

Fundamental to the course is reflection on the discipline of English Studies and the student's place within that field. Further, the goals of the portfolio are, at least in part, reflection on the affective dimensions of one's experiences and goals, the higher purposes of work in English Studies (i.e., the consideration of the role of representation in history, community, and self-development), and the theoretical, historical, technological, disciplinary, and professional significance of the student's work as an English major and as reflected in the content and form of the portfolio.

9. How does this course provide opportunities for students to enhance written and oral communication skills? Is there evidence that the methods of evaluation demonstrate a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing and/or performance?

As with virtually all English courses, writing is fundamental and ubiquitous in this course. Oral skills are developed in classroom discussion, small-group work, and semester project presentations. Interactive pedagogy is evident in the role of class participation in the semester grade (10%),

collaborative discussion of content selection and formal construction, and peer-assessment of draft materials and formal presentation and display.

10. Describe your likely response to a group of students from the proposed honors class coming to you and indicating that this class is not being taught in an appropriate manner for an honors course.

Given that the syllabus is structured in such a manner that most of the time is dedicated to student-directed pedagogy and self-generated critical questioning, and given that the purpose of the course is to create a portfolio of the student's own work that reflects a complex sense of personal, professional, and historical situatedness, then likely shortfalls would happen in terms of the project development and assessment, particularly as it concerns the participation and commitment of the other students. Regardless, the specific response is up to the instructor, and effective responses to this situation could include assessing whether the students have an accurate understanding of what an "appropriate manner" of teaching an Honors-designated course is, spending time in class discussing the matter, adjusting the production and reflection process, and more effectively justifying and explaining materials, strategies, and assessment.