Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Department of English

2. Course Prefix and Number: ENGL4040

3. Effective Term: Fall 2013

4. Course Title: Public Writing
   Abbreviated Title (30 characters or less): Pub Writ

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>LAB</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Total Credit Hours: 3

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   pr., ENGL 1120 or 1127 and 2010, a technical writing, business writing, or advanced composition course or departmental approval

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Writing in the public sphere

11. May Count Either:
    - or

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor/major</td>
<td>Professional Writing &amp; Literacy Studies</td>
<td>elect/req</td>
</tr>
</tbody>
</table>

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:

This course was previously taught as a 5000-level component of piggyback course because of low program enrollment. Program enrollment has increased sufficiently to warrant a stand along undergraduate course.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources are required since the offering of the piggyback course has been doubled in recent years to address the student need. The change will allow the Department to reach more students with existing resources.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization – i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Students will
1. Explore the material, symbolic, and rhetorical dimensions of public deliberation;
2. Learn practical techniques for researching and engaging with social issues;
3. Analyze and produce professional genres for public audiences and exigencies;
4. Apply their learning through the study of local settings and a community-based project;
5. Create a portfolio of work that demonstrates their ability to write for public audiences and address problems that shape community life.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

| WEEK 1: Introduction to writing, rhetoric, and public discourse; Writing, rhetoric, and democratic participation. |
| Reading: Miller: "What's Practical about Technical Writing?" |
| WEEK 2: Discuss Public Writing and Writing Publics (PWWP). Reading: "Introduction" and "Publics Worth Studying."; "Public Writing with Community Organizations." |
| WEEK 3: Discuss PWWP. Reading: "The Public of Traditional Media" and "Counterpublics."; "Circulating Counterpublic Rhetoric." |
| WEEK 4: Discuss PWWP; workshop Reading: "Publics 2.0: Public Formation through Social Networking" Writing: Professional and Public Writing Essay (Draft). |
| WEEK 6: Materialist rhetoric and community interventions; Discuss The Public Work of Rhetoric (PWR). Reading: Coogan: "Service Learning and Social Change: The Case for Materialist Rhetoric."; "Introduction: The Space to Work in Public Life."; Miller: "Should We Name the Tools? Concealing and Revealing the Art of Rhetoric." |
| WEEK 7: Discuss PWR. Reading: Rai: "Power, Publics, and the Rhetorical Uses of Democracy."; Ackerman: "Rhetorical Engagement In the Cultural Economies of Cities." Writing: Ethnographic Field Notes I. |
| WEEK 8: Discuss PWR. Reading: Flower: "Going Public—in a Disabling Discourse."; Coogan: "Sophists for Social Change." Writing: Ethnographic Field Notes II. |
| WEEK 9: Discuss PWR. |
18. Assignments / Projects:

1. Research Proposal (10%). Students will compose a research proposal that identifies a topical issue or social problem; articulates a researchable question; and proposes a plan of action for addressing the issue or problem through course assignments and individual engagements. Research Proposal (10%) Objectives 1, 2

2. Public Writing Essay (15%). Students will examine genres of public writing and how they can use them to address the issues and problems they identify in their research proposal. The aim of this assignment will be to help students develop a repertoire of rhetorical strategies that they can deploy in the class and in their personal and professional lives. Objectives 1, 2, 3

3. Ethnographic Inquiry & Report (20%). Students will learn methods for researching local issues and participating in community deliberations. The ethnographic inquiry will specifically require them to create field notes; conduct interviews; and use digital technologies to document the ways in which community members perceive and take part in public deliberations. Students will then compose an analytical document that reports on their findings. Objectives 1, 2, 4

4. Community Project (30%). Students will collaborate with a community partner and create documents that respond to the needs of a particular organization. The range of documents produced will depend on the situation at hand. Objectives 1, 2, 3, 4

5. Reflective Essay and Portfolio (10%). Students will assemble the work they complete into a digital portfolio. They will also compose a reflective essay that offers some insight into their experiences with public writing and how it relates to their identity and overall persona as professional writers. Objectives 1, 2, 3, 4, 5

6. Multimedia Presentation (5%). Students will create a multimedia presentation using available software (e.g., Power Point, Prezi). The object of this exercise will be to report on the work they completed in the course and gain experience communicating their work orally. Objectives 1, 2, 3, 4

7. Participation (10%). The instructor will assess how and the extent to which student participate in classroom activities and projects that extend into local community settings and partnerships. For each unexcused
absence over two, the final grade is lowered by a full letter grade. Every
two instances of tardiness (defined as 5 minutes late or more) are counted
as one absence. Objectives 1, 2

(List all quizzes, projects, reports, activities and other components of the course grade — including a brief description of each
assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

A (90-99%) The document is superior. It exceeds all the objectives of the
assignment. The information is ethical, sophisticated, thorough, and ideally
suited for the audience. The style is clear and appropriate to the subject,
purpose, and audience. The organization and design of the document make
the information understandable, accessible, and usable. The mechanics
and grammar are correct. Typography and design elements are
sophisticated, ethical, and appropriate to audience and purpose. Outside
information is cited appropriately.

B (80-89%) The document is good. It meets all of the objectives of the
assignment, but requires minor improvements or contains only easily
correctable errors in organization, style, design, grammar, or mechanics.

Typography and design elements are good, ethical, and appropriate to
audience and purpose. Outside information is mostly cited appropriately.

C (70-79%) The document is adequate. It omits useful information
or requires significant improvement in organization, style, design, grammar, or
mechanics. Typography and design elements are not entirely suited to
audience and purpose, have questionable ethics, and/or require significant
improvement in order to function for their intended purpose. Most
outside information is not cited appropriately.

D (60-69%) The document is inadequate. It meets some of the objectives
of the assignment but ignores others; the discussion is inadequately
developed, omits important information, or displays numerous or major
errors in organization, style, design, grammar, or mechanics. Typography
and design elements are poorly suited to audience and purpose, lack
awareness of ethics, and/or largely fail in their intended purpose. Most
outside information is not cited appropriately.

F (0-59%) The document is unsatisfactory. It omits critical information,
does something other than the assignment required, or displays major or
excessive errors in organization, style, design, grammar, or mechanics.
Typography and design elements fail to accomplish desired goals and/or
lack ethical awareness. Outside information is not cited.

(List all components of the course grade — including attendance and/or participation if relevant — with point totals for each; indicate
point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for
evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the
academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the
Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event
of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of
the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for
university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an
excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of
the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such
notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy
eHandbook for more information on excused absences.
Make-Up Policy: Arrangement to make up a missed major examination (e.g.:hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XIII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

## Approvals

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<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair / Head</td>
<td></td>
<td>3/11/13</td>
</tr>
<tr>
<td>College / School Curriculum Committee</td>
<td></td>
<td>4/8/2013</td>
</tr>
<tr>
<td>College / School Dean</td>
<td></td>
<td>4/9/13</td>
</tr>
<tr>
<td>Dean of the Graduate School (for Graduate Courses)</td>
<td></td>
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<tr>
<td>Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)</td>
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Contact Person: Jeremy Downes  
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Fax: