

The completed and signed proposal should be submitted by the Dean's Office to: curriculumplanning@asu.edu. Before academic units can advertise undergraduate concentrations or include them in their offerings as described in the university catalogs, they must be recommended for approval by the Senate Curriculum and Academic Programs Committee and approved by the Executive Vice President and Provost of the University.

Definition and minimum requirements:

A concentration is a formalized selection of courses within a major.

- A concentration requires a minimum of 15 semester hours of which at least 9 semester hours must be upper division. Specialized concentrations (e.g., BIS Concentrations) may have additional or different requirements.
- A concentration is offered by a single unit and is intended exclusively for students pursuing a particular major. If a concentration consists of courses from more than one college the approval of each college Dean is required.

College/School/Institute: College of Liberal Arts and Sciences

Department/Division/School: Department of English

Proposing Faculty Group (if applicable): Professors of Rhetoric & Composition

If this is an official joint degree program? No, this is not a joint degree program

If "Yes" List all the additional college(s)/school(s)/institute(s) that will be involved in offering the degree program and providing the necessary resources. Note: All units offering this program must have collaborated in the proposal development and completed the appropriate unit and college/school approvals.

Existing degree type and name of degree program under which this concentration will be established: BA in English

Proposed Concentration Name: Writing, rhetorics and literacies

Requested effective catalog year? 2015-16

For deadline dates see: [Curriculum Workflow Calendars](#).

Delivery method: On-campus only (ground courses and/or iCourses)

Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

Campus/Locations:

Indicate all locations where this program will be offered.

- Downtown Phoenix Polytechnic Tempe West Other:

Proposal Contact

Name: Doris Warriner **Title:** Associate Professor, Department of English
Phone number: 7-6967 **Email:** doris.warriner@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and College/School levels of review. I recommend implementation of the proposed program

College/School/Division Dean name: Paul LePore

Signature _____ **Date:** ____ / ____ /20

College/School/Division Dean name: (if more than one college involved): _____

Signature _____ **Date:** ____ / ____ /20

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

1. Overview**A. Description**

Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The proposed concentration in writing, rhetorics and literacies under the BA in English will prepare students to become life-long learners who are able to identify, frame, and analyze social problems; apply usable knowledge to the examination of those problems; and pose possible solutions to those problems to a wide range of audiences. The concentration will prepare students to critically analyze pressing social issues or questions, view themselves as agents of change, and communicate (through written and other modes) potential solutions to the problems identified and examined. The concentration in writing, rhetorics and literacies teaches students strategies for inquiry—ways of posing and solving problems and the ways communication has, does, and will create knowledge and action. Students will understand that how one asks a question is as important as what the question is. Students will also know how to draw on what they know and understand to generate new knowledge, new understandings, and new ways of communicating while engaging with those questions. With an inquiry-based focus on the connections between writing, rhetoric and literacy, this concentration is uniquely situated to pursue the relationship between theory and practice. The concentration also provides a space for students to understand that communication is constructed, circulated, reacted to, and repurposed through time and place. This concentration will expand the English department's offerings to attract new undergraduates by complementing the current concentrations in literature, linguistics, and creative writing and by offering courses that promote distinct though related kinds of inquiry, reasoning, writing, and reading skills. The required courses for the concentration provide multiple opportunities for students to learn how to pose problems, ask questions, and pursue inquiry that results in knowledge, action, advocacy, and engagement. In the final year of the degree (7th or 8th semester), students are required to pursue at least one internship that awards academic credit in order to obtain work-related experience that will help smooth the transition between school and work. Internships with local businesses and agencies or with university partners help students learn how to market their skills and provide rich opportunities for students to develop the skills and competences needed to identify, frame and analyze social problems. Through internships, students also gain a more nuanced understanding of the rhetorical dimensions of reading, writing, argumentation, persuasion, advocacy, or research.

B. Demand

Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program?

This concentration (writing, rhetorics and literacy) is designed to meet market demand in business, government, nonprofit, educational and other settings that require citizens and employees who can create innovative knowledge and can reason, read, write, and act in robust and significant ways to understand historical influences on current questions, anticipate the future, and meet the challenges of the present. This concentration is shaped by and located within the discipline of rhetoric and composition that has since its beginning always been transdisciplinary. While pursuing this concentration, students will take courses and do projects across the areas of writing, rhetoric, and literacy. In addition, students will be encouraged to take relevant courses in the English Department as well as in other colleges, schools, and departments throughout the university. This concentration taps into our departmental faculty's existing expertise in, and enthusiasm for, studies in rhetoric, writing, and literacy. It will enhance ASU's English major with a new and distinctive approach to inquiry. This concentration reflects and promotes innovative approaches to knowledge production that now characterize the fields of writing and composition, rhetoric, and literacy studies. While there are a good number of undergraduate programs on the national level in writing/composition, rhetoric or literacy studies, no other program explicitly and purposefully works towards fostering dialogue and collaboration between these distinct but interrelated areas of research and inquiry, as this proposed concentration will do. This concentration distinguishes itself by bringing together the theoretical and methodological tools of inquiry used in each area (writing, rhetoric, and literacy) to pursue complex and timely questions about the various and consequential ways that events, artifacts, people and their practices might be interconnected. The concentration is also designed to teach inquiry, reasoning, reading, and writing competencies that will prepare students to critically analyze the rhetorical nature of world problems. Students in this concentration will be encouraged to use their newly acquired tools of critical inquiry to determine whether change is desirable and if so, when, why, how, and what kind of change is needed.

Need for the new concentration:

Although this concentration does not duplicate the efforts of any other programs at the university, it makes productive use of existing resources in new and visible ways. Six of the seven required courses will be designed and taught by track faculty in the Department of English with expertise and credentials in Rhetoric and Composition and in Literacy Studies. These faculty include nationally and internationally recognized scholars in the areas of historical rhetorical studies, visual rhetoric, rhetorical genre studies, protest rhetoric, composition studies, composition pedagogy, digital communication, digital culture, environmental sustainability, science and technical writing, literacy studies, second language writing, and writing program administration. These faculty are members of or hold positions of leadership in the Rhetoric Society of America, the Rhetoric Society of Europe, the Conference on College Composition and Communication, the National Communication Association, the National Council of Teachers of English, the American Educational Research Association, the Association of Teachers of Advanced Composition, the International Society for the Study of Argumentation, the Council of Writing Program Administrators, the Modern Language Association, the American Association of Applied Linguistics, Teachers of English to Speakers of Other Languages, and the American Anthropological Association. These faculty are interested in working with students enrolled in the PhD in Rhetoric, Composition and Linguistics Program, Instructors and Lecturers from the Writing Programs who have the relevant background and expertise, and interested faculty from the Department of English during the design, development, and delivery of elective courses offered as part of the Writing, Rhetorics, and Literacies concentration. While some conversations about collaborative work on developing the concentration have been initiated, others are likely to emerge naturally in response to particular questions, concerns, constraints, or opportunities.

2. Support and Impact

A. Faculty governance

Provide a supporting letter from the chair of the academic unit verifying that the proposed concentration has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the concentration as presented in the proposal, without impacting core course resources.

B. Other related programs

Identify other related ASU programs and outline how the new concentration will complement these existing ASU programs. (If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)

There is no concentration like the proposed one—in writing, rhetorics and literacy—in the university. The proposed concentration will complement the goals and priorities of other concentrations in the Department of English as well as programs in the Herberger Institute for Design and the Arts, the School of Sustainability, the College of Technology and Innovation, the Mary Lou Fulton Teachers College and numerous concentrations in the College of Liberal Arts and Sciences (e.g., anthropology, communication, global studies, history, philosophy, political science, justice studies, and women and gender studies).

C. Letter(s) of support

Provide a supporting letter from each college/school dean from which individual courses, or the entire concentration, are taken.

3. Academic Curriculum and Requirements

A. Knowledge, competencies, and skills

List the knowledge, competencies, and skills (learning outcomes) students should have when they complete this proposed concentration. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Students graduating with a concentration in writing, rhetorics and literacies will be able to conduct critical inquiry and rhetorical analysis on a wide variety of written, spoken, and digital texts.

General Outcome #1: Students will gain knowledge in theories and methods of writing, rhetoric, and literacy in order to develop frameworks for comparing the explanatory power of available theories within and across the areas of inquiry.

Specific Outcome #1a: Students will achieve an understanding of the relevancy of theories of writing, rhetoric and literacy to real-world issues and challenges. This understanding will include the ability to recognize the relevancy of theoretical knowledge to identifying problems, posing questions about those problems, and analyzing the role of context (e.g., social, political, institutional, and ideological) in framing the inquiry itself.

Specific Outcome #1b: Students will achieve an understanding of the value of available methods given the demands of the rhetorical situation at hand or the problem to be investigated. Students will be able to identify and use research methods that move the inquiry forward while also understanding what might prevent sustained work from getting accomplished.

Assessment: This understanding of and competence in theory and method will be demonstrated through projects that require sustained inquiry, critical thinking, and the appropriate application of research methods to the investigation of real-world issues and challenges that students identify as needing attention.

General Outcome #2: Graduates of the BA in English with a concentration in writing, rhetorics, and literacies will be able to identify, analyze and communicate the historical and political contexts of specific rhetorical situations—including how those situations impact various stakeholders differently and the implications that those differences hold form moving constructive discursive work forward.

Specific Outcome #2a: Students will increase their understandings of disciplinary methods and practices for data-driven, historically situated, theoretically informed rhetorical decision making.

Specific Outcome #2b: Students will acquire knowledge about how rhetorically astute readers and writers put new knowledge to new purposes, whether working collaboratively or individually—and how to gauge the impact of that work for various people affected by and/or participating in it.

Assessment: Students will demonstrate evidence of that knowledge by producing multimodal compositions (broadly construed) that frame problems for readers in ways that students themselves have the ability to employ context-sensitive tools to assess the effectiveness of their compositions, and the capacity of those communications to be purposeful, timely, responsive, and performative.

General Outcome #3: As critical readers, thinkers and writers, graduates of the BA in English with a concentration in writing, rhetorics, and literacies will be able to situate past literate/rhetorical performances within complex historical, political contexts in which these performances originally occurred, and they will be able to trace how discourses have traveled across contexts.

Specific Outcome #3a: As a critical reader/writer, students will be able to contextualize the rhetorical situation in which s/he finds her/himself—historically, theoretically, methodologically—and chart a path forward by utilizing an array of disciplinary tools, each of which affords distinct advantages, constraints, risks. Students will also be able to demonstrate the ability to recognize and creatively adapt to the rhetorical situation at hand.

Assessment: As lifelong learners, students will be expected to engage in critical thinking, creative/generative thinking, and ethical reasoning as they apply concepts, theories, and methods of inquiry in studies of writing, rhetoric and literacy.

B. Admissions criteria

List the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, please note that here.

There are no additional admissions criteria beyond what is required for the existing English major degree.

C. Curricular structure

Provide the curricular structure for this concentration. Be specific in listing required courses and specify the total minimum number of hours required for the concentration.

Required Core Courses for the Degree/Major

Prefix	Number	Title	Is this a new Course?	Credit Hours
ENG	200	Critical Reading & Writing about Literature	No	3
<i>Section sub-total:</i>				3

Required Concentration Courses

Prefix	Number	Title	Is this a new Course?	Credit Hours
ENG	205	Introduction to Writing, Rhetorics and Literacies	Yes	3
ENG	390	Methods of Inquiry	Yes	3
ENG	391	Writing in Context	Yes	3
ENG	392	History of Rhetorical Theory	Yes	3
ENG	393	Theories of Literacy	Yes	3
<i>Section sub-total:</i>				15

Elective Concentration Courses

Choose five of the following:

Prefix	Number	Title	Is this a new Course?	Credit Hours
ENG	301	Writing for the Professions	No	3
ENG	311	Persuasive Writing	No	3
ENG	317	Cross-Cultural Writing	No	3
ENG	338	Protest Literature	No	3
ENG	370	Science, Values, and the Public	No	3
ENG	371	Rhetoric of the Environmental Movement	No	3
ENG	472	Rhetorical Studies	No	3
<i>Section sub-total:</i>				15

English Electives	Credit Hours
<i>Complete 3 Courses:</i>	
Upper Division ENG Elective	9
<i>Section sub-total:</i>	9
 Other Concentration Requirements	Credit Hours
E.g. – Capstone experience, internship, clinical requirements, field studies, foreign language skills as applicable	
ENG 484 Internship	3
<i>Section sub-total:</i>	3
Total minimum credit hours required for concentration	45

Academic Curriculum and Requirements (Continued)

D. Minimum residency requirement

How many hours of the concentration must be ASU credit?

At least 12 of upper division hours must be completed at ASU.

E. Provide a brief course description for each new course.

ENG 205 Introduction to Writing, Rhetorics and Literacies: This course examines how understand the ways in which people in systems—both small and large—social, political, and economic—and throughout the world use language and other symbolic resources to carry out work. Three fields of study take this kind of questioning especially seriously: studies in writing, studies in rhetoric, and studies in literacy. Inquiry—that persistent, deliberate commitment to question and to build methods sufficient to that questioning—is a generative force in each of these fields of study. This course is designed to familiarize you with such questioning traditions and to help you judge for yourself what each is good for. The goal is to strengthen your own repertoire and decision-making power for producing and circulating work (widely defined across material, print, and digital media) that matters in our risk-ridden world. Quite simply, then, this is a course in asking good questions and in evaluating responses to situations that spur questioning.

ENG 391 Writing in Context: This course is designed to familiarize students with rhetorical practices that position them to read, assess, and respond to the rhetorical demands of a wide-range of writing contexts. The main goal is to strengthen students' existing rhetorical skill sets and problem-setting capacities for producing and circulating work (widely defined across material, print and digital media) that response to a range of problems in an applied manner. Students will analyze and compose prose within a particular community of knowledge. Writing is examined and practiced as a principal and integral part of learning and developing knowledge in a variety of academic and non-academic contexts.

ENG 390 Methods of Inquiry: This course introduces students to a range of formal and informal inquiry approaches in a variety of academic and non-academic contexts. Students will come to understand that all methods of inquiry are embedded in ways of knowing and that choices made about methods of inquiry are unavoidably tied to the particularities of specific historical and disciplinary contexts. Students will explore attitudes and assumptions about creativity and cultural work that make methods of inquiry as controversial as they are significant to contemporary public life.ENG 394 Writing in Context: Students analyze and compose prose within a particular community of knowledge. Writing is examined and practiced as a principal and integral part of learning and developing knowledge in a variety of academic and non-academic contexts.

ENG 392 History of Rhetorical Theory: This class surveys the major foundational theories of the art of rhetoric from fifth-century Athens through the present with an emphasis on how ancient rhetorical theory informs contemporary rhetorical practices. Class materials focus on public discourse in the western tradition and the relationships between knowledge, communication, and moral philosophy while developing students' intellectual agility and verbal skills.

PROPOSAL TO ESTABLISH A NEW UNDERGRADUATE CONCENTRATION

D. Primary Faculty

List the primary faculty participants regarding this proposed concentration. For interdisciplinary concentrations, please include the relevant names of faculty members from across the University.

Name	Title	Areas of specialization as they relate to proposed concentration
Patricia Boyd	Associate Professor	Composition and communication; research methods;
Alice Daer	Assistant Professor	Digital literacies; social media and gaming; new media studies
Maureen Daly Goggin	Professor	Women and material culture; rhetorical history and theories; research methodologies
Peter Goggin	Associate Professor	Environmental rhetoric and sustainability; theories and practices of literacies; computers and composition
Mark Hannah	Assistant Professor	Scholarly and professional writing; research methods; pedagogies of literacies
Kathleen Lamp	Assistant Professor	Histories and theories of classical rhetoric; material culture
Elenore Long	Associate Professor	Community literacy; literacy; public rhetorics and spheres; pedagogies of literacies
Paul Kei Matsuda	Professor	Intercultural rhetoric; second language writing; research methods; pedagogies of literacies; applied linguistics
Keith Miller	Professor	History of rhetoric; African American rhetoric; rhetorical theory
Ersula Ore	Assistant Professor	History and theories of rhetoric; African American history and rhetoric;
Shirley Rose	Professor	Archival methodologies; research methods; literacies; pedagogies of literacies
Bryan Smith	Associate Professor	Second Language Acquisition; Digital technologies in L2 communication; Second language writing
Doris Warriner	Associate Professor	Theories of literacy; pedagogies of literacies; discourse analysis; applied linguistics

5. Additional Materials

A. Major Map

Attach a copy of the “proposed” major map for this degree program and each concentration(s) to be offered. Instructions on how to create a “proposed major map” in BAMB can be found in the **Build a Major Map Training Guide**.

B. Appendix

Complete and attach the Appendix document.

C. Attach other information that will be useful to the review committees and the Office of the Provost.



2014 - 2015 Major Map
English Concentration in Writing, Rhetoric, and Literacies (Proposed), BA
(Proposed)

SHUQTFK

Term 1	0 - 14 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	<ul style="list-style-type: none"> An SAT, ACT, Accuplacer, or TOEFL score determines placement into first-year composition courses ASU Math Placement Exam score determines placement in Mathematics course ASU 101 or College specific equivalent First Year Seminar required of all freshman students.
	ENG 191: First-Year Seminar	1		
	MAT 142: College Mathematics (MA)	3	C	
	Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
	Social and Behavioral Sciences (SB)	3		
	Term hours subtotal:	14		

Term 2	15 - 30 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
	ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107 or ENG 108: First-Year Composition	3	C	
	Computer/Statistics/Quantitative Applications (CS)	3		
	Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
	Social and Behavioral Sciences (SB)	3		
	Historical Awareness (H)	3		
	Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
	Maintain 2.00 GPA in Major Courses.			
	Term hours subtotal:	16		

Term 3	31 - 44 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
	ENG 200: Critical Reading and Writing About Literature (L or HU)	3	C	
	ENG 205: Introduction to Writing, Rhetoric and Literacies	3	C	
	Natural Science - Quantitative (SQ)	4		
	Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
	Complete Mathematics (MA) requirement.			
	Maintain 2.00 GPA in Major Courses.			
	Term hours subtotal:	14		

Term 4	45 - 60 Credit Hours Critical course signified by	Hours	Minimum Grade	Notes
	ENG 390: Methods of Inquiry	3	C	
	ENG 391: Writing in Context OR ENG 392: History of Rhetorical Theory OR ENG 393: Theories of Literacy	3	C	

Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4	
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C
Elective	2	
Maintain 2.00 GPA in Major Courses.		
Term hours subtotal:	16	

Term 5 61 - 75 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
★ ENG 391: Writing in Context OR ENG 392: History of Rhetorical Theory OR ENG 393: Theories of Literacy	3	C	<ul style="list-style-type: none"> At least 12 of the upper division hours required in the major must be taken in courses offered by the College of Liberal Arts and Sciences.
★ Upper Division Concentration Elective	3	C	
Humanities, Fine Arts and Design (HU)	3		
Global Awareness (G)	3		
Upper Division Humanities, Fine Arts and Design (HU) OR Upper Division Social and Behavioral Sciences (SB)	3		
Maintain 2.00 GPA in Major Courses.			
Term hours subtotal:	15		

Term 6 76 - 90 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
★ ENG 391: Writing in Context OR ENG 392: History of Rhetorical Theory OR ENG 393: Theories of Literacy	3	C	<ul style="list-style-type: none"> At least 12 of the upper division hours required in the major must be taken in courses offered by the College of Liberal Arts and Sciences.
★ Upper Division Concentration Elective	3	C	
ENG Upper Division Elective	3	C	
Elective	6		
Maintain 2.00 GPA in Major Courses.			
Term hours subtotal:	15		

Term 7 91 - 105 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
★ Complete 2 courses: Upper Division Concentration Elective	6	C	<ul style="list-style-type: none"> At least 12 of the upper division hours required in the major must be taken in courses offered by the College of Liberal Arts and Sciences. The required ENG 484 internship may be taken in either term 7 or term 8.
Cultural Diversity in the U.S. (C)	3		
Upper Division Literacy and Critical Inquiry (L)	3		
Elective	3		
Maintain 2.00 GPA in Major Courses.			
Term hours subtotal:	15		

Term 8 106 - 120 Credit Hours Necessary course signified by	Hours	Minimum Grade	Notes
★ ENG 484: Internship	3	C	<ul style="list-style-type: none"> At least 12 of the upper division hours required in the major must be taken in courses offered by the College of Liberal Arts and Sciences. The required ENG 484 internship may be taken in either term 7 or term 8.
★ Upper Division Concentration Elective	3	C	
Complete 2 courses: ENG Upper Division Elective	6	C	
Elective	3		
Maintain 2.00 GPA in Major Courses.			
Term hours subtotal:	15		

Concentration Electives

ENG 301: Writing for the Professions (L)

ENG 311: Persuasive Writing (L)

ENG 317: Cross-Cultural Writing ((L or HU) & G)

ENG 338: Protest Literature

ENG 370: Science, Values, and the Public

ENG 371: Rhetoric of the Environmental Movement

ENG 472: Rhetorical Studies (L)

Notes:

- Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolled at ASU. Transfer agreements that guarantee the completion of university level requirements do not necessarily meet college and major requirements. Please consult with an advisor for more information.

Total Hours: 120**Upper Division Hours:** 45 minimum**Major GPA:** 2.00 minimum**Cumulative GPA:** 2.00 minimum**Total hrs at ASU:** 30 minimum**Hrs Resident Credit for Academic Recognition:** 56 minimum**Total Community College Hrs:** 64 maximum**General University Requirements Legend****General Studies Core Requirements:**

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Fine Arts and Design (HU)
- Social and Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2014 - 2015 academic year.

Julie Ramsden

From: Paul LePore <Paul.Lepore@asu.edu>
Sent: Tuesday, April 08, 2014 5:10 PM
To: curriculumplanning@asu.edu
Cc: Paul LePore; Jenny Smith
Subject: Proposal to establish a new undergraduate oncentration in Writing, Rhetorics and Literacies
Attachments: Proposal_to_Establish_an_Undergrad_Concentration_WritingRhetoricsLiteracies_revised-March10.docx; WR&L Course addendum template A-revised3.docx; WritRhetLit MajorMapRev032614_001.pdf; WRLVerificationLetter.dot

Please accept the attached proposal for a new undergraduate concentration in Writing, Rhetorics and Literacies.

Thank you.

PL

PAUL C. LEPORE, Ph.D.

Associate Dean

College of Liberal Arts and Sciences

Foundation Building, Suite 110

Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605

480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

March 17, 2014

TO: Jenny Smith and PF Lengel
College of Liberal Arts and Sciences

FR: Mark Lussier, Chair and Professor
Department of English

RE: Verification of New Concentration

I write to verify that the new undergraduate concentration “Writing, Rhetorics, and Literacies,” has undergone all the proper stages of approval described in the Department of English Manual, which includes formal ratification of the initial proposal (May 2013), subsequent approval of preliminary revisions (October 2013), and additional ratification of the revised proposal (now completed). The area of Rhetoric and Composition does indeed have ample resources to deliver this undergraduate concentration, having received two senior faculty members into their ranks in the last year. If I can provide any additional information, please feel free to contact me.

Mark Lussier

Department of English

Arizona State University
PO Box 870302 Tempe, AZ 85287-0302
(480) 965-3535 Fax: (480) 965-3451
<http://www.asu.edu/clas/english>

Jenny Smith

From: Linda Sullivan
Sent: Tuesday, April 22, 2014 9:21 AM
To: Jenny Smith
Cc: Doris Warriner
Subject: Letters of support - New ENG BA concentration

Hi, Jenny. Below are the letters of support for the B.A. in English with a concentration with writing, rhetorics and literacies. Here is our response to Duku's comments/questions:

- There is some similarity to the concentration at West, but the courses are distinct, it is not duplicative and is a degree programs, rather than a certificate
- The ENG 391 course content differs significantly from ENG 216 in terms of prerequisite, scope and rigor.
- The comment about the COM BA program is a suggestion regarding consultation on the required internship – it will be taken under advisement

Let me know if you need further information.

Best,

Linda

From: Ian Moulton
Sent: Thursday, April 17, 2014 5:56 PM
To: Linda Sullivan
Cc: Marlene Tromp; Duane Roen; Duku Anokye; Doris Warriner
Subject: Re: Letter of Support - new ENG BA concentration

The proposed concentration in Writing, Rhetorics, and Literacy has my support.

Ian Moulton
Faculty Head, Interdisciplinary Humanities and Communication
School of Letters and Sciences, ASU

From: Duane Roen
Sent: Thursday, April 17, 2014 6:37 PM
To: Linda Sullivan; Marlene Tromp
Cc: Duku Anokye; Ian Moulton; Doris Warriner
Subject: RE: Letter of Support - new ENG BA concentration

Linda,

The proposal for an English concentration in writing, rhetorics, and literacies looks exciting! I am delighted to offer my support.

This message should suffice as an impact statement, but please let me know if you need anything else.

Great work, Doris!

Best,
Duane

Duane Roen
Assistant Vice Provost for University Academic Success Programs
Interim Dean, University College
Interim Director, School of Letters and Sciences
Arizona State University | Undergraduate Academic Services Building, Room 228
Box 871901 | Tempe, AZ 85287-1901
Voice: 480-727-6513 | Fax: 480-727-6344 | Email: duane.roen@asu.edu

From: Duku Anokye
Sent: Monday, April 21, 2014 4:58 PM
To: Linda Sullivan; Marlene Tromp; Duane Roen
Cc: Ian Moulton; Doris Warriner
Subject: RE: Letter of Support - new ENG BA concentration

Hi Linda,

We at West are generally in support of this concentration, and we think it is a good idea. However, we do want to highlight a couple questions/concerns.

1. We see some overlap between this concentration and the Philosophy, Rhetoric and Literature certificate on our campus. That is not so much a problem but we would like it to be mentioned in the Support and Impact section.
2. There also seems to be a great similarity between the proposed course ENG 391 Writing in Context and our course ENG 216 Writing Persuasively About Public Issues. Is it significant enough a difference because one is a 200 level and the other is 300 level, or should it be distinguished a bit more?
3. You might also want to consult with the New College COMM program since the COMM BA shares an advocacy role with the new concentration including the required internship.

Just some thought that I hope will help you in your progress towards the concentration.

Sincerely,
Duku

Akua Duku Anokye, PhD
Associate Professor
Associate Director Humanities, Arts and Cultural Studies
Chair, Advanced Placement English Language and Composition Development Committee
Past Chair, CCCC
Division of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
Arizona State University
Office: 602-543-6020 Fax: 602 543-6004
aanokye@asu.edu
<http://www.asu.edu/myfuture/>
<https://more2explore.asu.edu/node/102>

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE CONCENTRATIONS

(This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.)

1. Proposed Concentration Name: English (Writing, Rhetorics and Literacies), BA

2. Program Description (150 words maximum)

The concentration in writing, rhetorics and literacies teaches students strategies for inquiry. Students will study the ways in which communication has, does and will create knowledge and action, how communication is constructed, circulated, reacted to, and repurposed through time and place. Through differing tools of inquiry, we will study the history, theories and methods of inquiry as well as pragmatic and social actions of rhetoric, writing and literacies. In short, the goal of this program is to educate citizens who can create new knowledge and reason, read, write and act in robust and significant ways to meet new challenges of the present and the future.

3. Contact and Support Information

Building Name, code and room number: (<i>Search ASU map</i>)	LL 542
Program office telephone number: (<i>i.e. 480/965-2100</i>)	480/965-3168
Program Email Address:	englishadvising@asu.edu
Program Website Address:	http://english.clas.asu.edu/

4. Delivery/Campus Information Delivery: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or On-line option, students will not be able to move back and forth between the on-campus and the ASU Online options. Approval from the Office of the Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online.

5. Campus/Locations: indicate all locations where this program will be offered.

Downtown Phoenix Polytechnic Tempe West Other:

6. Additional Program Description Information

- A. Additional program fee required for this program? No
B. Does this program have a second language requirement? Yes

7. Career Opportunities & Concentrations

Provide a brief description of career opportunities available for this degree program. If program will have concentrations, provide a brief description for each concentration. (150 words maximum)

Career opportunities are vast for this concentration: business, private companies, government, nonprofit organizations—anywhere where critical inquiry, innovative thinking, communication, decision-making, future studies, and collaboration are valued and needed. This program will also prepare students for further education in teaching, law and other professional programs.

8. Additional Admission Requirements

If applicable list any admission requirements (freshman and/or transfer) that are higher than and/or in addition to the university minimum undergraduate admission requirements.)

None

9. Keywords

List all keywords used to search for this program. Keywords should be specific to the proposed program.
Writing, rhetoric, literacies, culture, pedagogy, composition, communication, inquiry, research, English

10. Advising Committee Code

List the existing advising committee code to be associated with this degree. UGASEN

Note: If a new advising committee needs to be created, please complete the following form:

[Proposal to create an undergraduate advising committee](#)

11. First Required Math Course

List the first math course required in the major map. MAT 142 or higher

12. Western Undergraduate Exchange (WUE) Eligible:

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for [WUE](#)? No

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

13. Area(s) of Interest

A. Select one (1) primary area of interest from the list below that applies to this program.

- | | |
|---|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Arts | <input type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> Business | <input type="checkbox"/> Law & Justice |
| <input checked="" type="checkbox"/> Communications & Media | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> <u>Psychology</u> |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> <u>STEM</u> |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> <u>Science</u> |
| <input type="checkbox"/> <u>Exploratory</u> | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |

B. Select one (1) secondary area of interest from the list below that applies to this program.

- | | |
|---|---|
| <input type="checkbox"/> Architecture & Construction | <input checked="" type="checkbox"/> Humanities |
| <input type="checkbox"/> Arts | <input type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> Business | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> <u>Psychology</u> |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> <u>STEM</u> |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> <u>Science</u> |
| <input type="checkbox"/> <u>Exploratory</u> | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |

The following fields are to be completed by the Office of the Executive Vice President and Provost of the University.

CIP Code: _____

Plan Code: _____