

1. Overview**A. Description**

Provide a brief description of the proposed minor.

The proposed minor in Writing, Rhetorics and Literacies (WRL) 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 minor 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 minor 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 among writing, rhetorics, and literacies, this minor is uniquely situated to pursue the relationship between theory and practice. The minor also provides a space for students to understand that communication is constructed, circulated, reacted to, and repurposed through time and place. This minor will attract new undergraduates to the Department of English by offering courses that promote distinct thought related kinds of inquiry, reasoning, writing, and reading skills. The required courses for the minor provide multiple opportunities for students to learn how to pose problems, ask questions, and pursue inquiry that results in knowledge, action, advocacy, and engagement.

B. Why should this be a minor rather than a concentration?

There is an existing concentration in Writing, Rhetorics, and Literacies for English majors. The concentration has enrolled well; however, we have received feedback from students from outside The College that they are interested in the major but do not want to complete the college requirements. The WRL faculty believe a minor is a way for students to develop their critical thinking and verbal communication skills as a complement to majors outside The College.

C. Affiliation

If the minor is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

The minor is affiliated with the Writing, Rhetorics, and Literacies concentration in English. The minor will attract students from outside of The College of Liberal Arts and Sciences creating a broader diversity of interests in the classroom. This broadening of discourse communities would benefit both students in the minor and in the concentration.

D. Demand

Explain the need for the new minor (e.g., market, student demand, interdisciplinary considerations).

The concentration in Writing, Rhetorics and Literacies is designed to meet market demand in business, government, nonprofit, educational and other settings that requires 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. The minor is meant to create similar competencies for students on career paths outside of the humanities. Like the concentration, the minor distinguishes itself by bringing together the theoretical and methodological tools of inquiry used in each area (writing, rhetorics, and literacies) 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 minor 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. The concentration currently offers students the kind of critical reasoning and verbal communication skills (the so-called soft skills) employers across fields--including STEM fields--desire but often do not see in recent college graduates. There is market demand for the training the concentration in WRL offers; however, we have received feedback from students who are interested in the degree that they would like to double major, but are discouraged by the college second language requirement. A minor would meet the demand for critical reasoning and verbal communication skills that students and employers want while working in tandem with other majors on campus. Although this minor does not duplicate the efforts of any other programs at the university, it makes productive use of existing resources in new and visible ways. All required courses and directed electives were designed and are

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 hold leadership or advisory positions in the Rhetoric Society of America, the American Society for the History of Rhetoric, the Conference on College Composition and Communication, the Association for Rhetoric and Writing Studies, the Center for Multilingual User-Experience Research, the Coalition for Community Writing, the National Consortium of Environmental Rhetoric and Writing, the American Association for Applied Linguistics, the Conference on College Composition and Communication, the Teachers of English to Speakers of Other Languages. Additionally, the faculty are affiliated with the National Communication Association, the National Council of Teachers of English, the Rhetoric Society of Europe, the Modern Language Association, the Global Institute of Sustainability, the School for the Future of Innovation in Society, the International Association of Inter-American Studies, Association of Teachers of Technical Writing, Law & Society Association.

E. Projected enrollment

What are enrollment projections for the first three years?

	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of Students (Headcount)	20	40	60

2. Collaboration and Impact

A. Faculty governance

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

B. Collaboration and impact statements

- i. Identify related ASU programs and outline how the new certificate will complement these existing ASU programs.

There is no minor like the proposed one—in writing, rhetorics and literacy—in the university. It will replace the Writing Certificate, which though possibly similar in intent at the time is outdated and does not represent the goals of a "certificate" at ASU. The proposed minor will complement the goals and priorities of other concentrations in the Department of English as well as programs in virtually all other programs on campus.

- ii. Attach a letter of collaboration and impact from each Dean, or Dean’s designee at the Assist or Associate Dean level, from impacted programs. Refer to the Provost’s Office Curriculum Development website (<https://provost.asu.edu/node/3227>) for guidelines on collaboration and impact statements.

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 minor. Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

Students graduating with a minor in WRL 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: Students with a minor 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, students 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. Program Map

Attach a copy of the “proposed” map for this minor program. Instructions on how to create a “proposed minor map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

C. Curricular structure

Attach a PDF copy of the program requirements from BAMM to the proposal submission. The PDF should outline all core/required courses and program specific electives.

To retrieve the PDF in BAMB:

1. Select the “Preview in Degree Search” button page.
2. Select PDF icon in the upper-right corner of the page.
3. Save as PDF.

2020 - 2021 Minor Map

Writing, Rhetorics and Literacies (Proposed)

Program Requirements

The minor in writing, rhetorics and literacies consists of 18 credit hours. At least 12 credit hours must be completed at the upper-division level, with a minimum of six upper-division credit hours from courses offered by The College of Liberal Arts and Sciences. Courses must be completed with a grade of "C" (2.00 on a scale of 4.00) or better to satisfy minor requirements.

Required Courses -- 6 credit hours

ENG 205: Introduction to Writing, Rhetorics and Literacies (L) (3)

ENG 390: Methods of Inquiry (L) (3)

Directed Electives (choose two) -- 6 credit hours

ENG 391: Writing in Context (3)

ENG 392: History of Rhetorical Theory (3)

ENG 393: Theories of Literacy (3)

Elective Minor Courses -- 6 credit hours

ENG 301: Writing for the Professions (L) (3)

ENG 311: Persuasive Writing (L) (3)

ENG 317: Cross-Cultural Writing ((L or HU) & G) (3)

ENG 338: Protest Literature (3)

ENG 370: Science, Values, and the Public (3)

ENG 371: Rhetoric of the Environmental Movement (3)

ENG 409: Analyzing Rhetoric (3)

ENG 419: Writing in Digital Spaces (3)

ENG 472: Rhetorical Studies (L) (3)

Depending on a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this minor.

D. Minimum residency requirement
 How many hours of the minor must be ASU credit?
 12

E. New courses
 Provide a brief course description for each new course.
 None

Note: All new required courses should be submitted in Curriculum Changemaker and ready for Provost’s Office approval before this certificate is put on Curriculum and Academic Programs Committee (CAPC) agenda.

4. Administration and Resources

A. Enrollment criteria
 Describe the procedures and any qualifications for enrollment in the minor.
 Students in any major other than English can add the minor through their primary advisor or an advisor in English.

B. Administration
 How will the proposed minor be administered (including enrollment, student advisement, retention, minor completion verification, etc.)?
 Undergraduate advisors in the department of English will advise students minoring in Writing, Rhetorics, and Literacies and will use the degree audit system (DARS) to verify completion of the minor requirements.

C. Resources
 What are the resource implications for the proposed minor, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this minor, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this minor.
 No new resources required.

D. Primary faculty
 List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University.

Name	Title	Area(s) of Specialization as they relate to proposed certificate
Shirley Rose	Professor	Writing, Rhetorics, Literacies
Peter Goggin	Associate Professor	Writing, Rhetorics, Literacies
Elenore Long	Associate Professor	Writing, Rhetorics, Literacies
Doris Warriner	Professor	Writing, Rhetorics, Literacies
Keith Miller	Professor	Writing, Rhetorics, Literacies
Kathleen Lamp	Associate Professor	Writing, Rhetorics, Literacies
Maureen Daly-Goggin	Professor	Writing, Rhetorics, Literacies
Mark Hannah	Associate Professor	Writing, Rhetorics, Literacies
Jacob Greene	Assistant Professor	Writing, Rhetorics, Literacies
Patricia Webb	Associate Professor	Writing, Rhetorics, Literacies
Krista Ratcliffe	Professor and Chair, English	Writing, Rhetorics, Literacies

5. Additional Materials

- A. Appendix
Complete and attach the Appendix document.
- B. Program of study
Provide one or more model programs of study (if appropriate).
- C. Attach other information that will be useful to the review committees and the Office of the Provost.

PROVOST OFFICE APPROVAL(S)

This proposal has been approved by all necessary Provost office levels of review. I recommend implementation of the proposed organizational change.

Office of the University Provost

Signature _____ **Date:** / /20

Note: An electronic signature, email, or a PDF of the signed signature page is acceptable.

**APPENDIX
OPERATIONAL INFORMATION FOR MINORS**

(This information is used to populate the Degree Search/catalog website.
Please consider the student audience in creating your text.)

1. Proposed Minor Name: Writing, Rhetorics and Literacies**2. Marketing Description**

Optional. 50 words maximum. The marketing description should not repeat content found in the program description.

Enhance your degree with a minor in English writing, rhetorics and literacies. Learn how to make compelling arguments, engage in collaborative problem-solving and explore how communication can affect change.

3. Program Description (150 words maximum)

The minor in writing, rhetorics and literacies teaches students strategies for inquiry. Students study the ways in which communication has, does and will create knowledge and action, and how communication is constructed, circulated, reacted to, and repurposed through time and place. Through differing tools of inquiry, students explore 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.

4. Contact and Support Information

Building code and room number: (Search ASU map)	RBHL 170
Program office telephone number: (<i>i.e.</i> 480/965-2100)	480/965-3168
Program Email Address:	englishadvising@asu.edu
Program Website Address:	https://english.asu.edu

5. Program Requirements

Remember to attach a copy of the “proposed” map for this minor program. Instructions on how to create a “proposed minor map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

6. Enrollment Requirements

If applicable, list any special enrollment requirements applicable to this minor in addition to the standard text. Enrollment requirements for all minors include the following text.

GPA Requirement: None

Majors Ineligible to Add This Minor: BA in English - all concentrations

Other Enrollment Requirements: None

Current ASU undergraduate students may pursue a minor and have it recognized on their ASU transcript at graduation. Students interested in pursuing a minor should consult their academic advisor to declare the minor and to ensure an appropriate set of courses is taken. Minor requirements appear on the degree audit once the minor is added. Certain major and minor combinations may be deemed inappropriate by the college or department of either the major program or the minor. Courses taken for the minor may not count toward both the major and minor. Students should contact the department offering the minor for more information.

7. Delivery/Campus Information Options:

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

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

8. Campus/Locations *indicate all locations where this program will be offered.*

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____



October 23, 2019

As Chair of the English Department, I am writing in support of the proposed minor in Writing, Rhetorics, and Literacies (WRL). As the proposal indicates, the minor is pedagogically sound and potentially popular. As Chair, I can confirm that the proposed WRL minor was shepherded through the proper approval process for our department (i.e., WRL area faculty vote, departmental discussion, and departmental curriculum committee vote) and also that courses for the minor will be easily integrated into our existing schedule using our existing faculty resources.

Sincerely,

A handwritten signature in cursive script that reads "Krista Ratcliffe".

Krista Ratcliffe
Professor and Chair

Jenny Smith

From: Patricia Friedrich
Sent: Monday, December 2, 2019 5:11 PM
To: Krista Ratcliffe; Bradley Ryner
Subject: FW: Impact Statement for WRL Minor

Dear Krista, dear Brad:

Please see below.

Thank you, Patty

Patricia Friedrich, PhD
Associate Dean of Academic Programs and Faculty Affairs,
New College of Interdisciplinary Arts and Sciences
Professor of Linguistics/Rhetoric and Composition,
School of Humanities, Arts, and Cultural Studies
Arizona State University P. O. Box 37100
4701 W. Thunderbird Rd. Mail Code 3051
Phoenix, AZ, USA 85069-7100
voice 602 543-6046

From: Louis Mendoza <Louis.G.Mendoza@asu.edu>
Date: Monday, December 2, 2019 at 2:52 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Re: Impact Statement for WRL Minor

ShArCS supports the proposed revisions to the Minor in Writing, Rhetorics, and Literacies. Given the previous discussion about adding new courses to the minor, in order to maintain the integrity of the curriculum as proposed, we request permission to add the following courses to our course bank.

ENG 205: Introduction to Writing, Rhetorics, and Literacies
ENG 392 History of Rhetorical Theory
ENG 338: Protest Literature
ENG 370: Science, Values, and The Public
ENG 419: Writing in Digital Spaces

Dr. Louis Mendoza, Director
School of Humanities, Arts, and Cultural Studies
New College of Interdisciplinary Arts and Sciences
4701 W. Thunderbird Rd., FAB N201
Glendale, AZ 85306-4908
P.O. Box 37100, MC 2151, Phoenix AZ 85069-7100

Arizona State University

Office: 602-543-6242

<https://newcollege.asu.edu/humanities-arts-cultural-studies-degree-programs>

<https://louismendoza.academia.edu/>

Jenny Smith

From: Ian Moulton
Sent: Saturday, March 17, 2018 10:10 AM
To: Bradley Ryner
Cc: Krista Ratcliffe; Linda Sullivan
Subject: Re: Impact Statement for WRL Minor

Hi Brad,

I fully support the proposed Minor in Writing, Rhetoric, and Linguistics.

Sorry not to have gotten this to you sooner--I thought I had already replied. :)

All best,

Ian Moulton
Professor of English and Cultural History
College of Integrative Sciences and Arts, ASU

From: Bradley Ryner
Sent: Friday, February 9, 2018 12:49:10 PM
To: Ian Moulton
Cc: Krista Ratcliffe; Linda Sullivan
Subject: Impact Statement for WRL Minor

Dear Ian,

I'm writing to request an impact statement from CISA on our proposed Minor in WRL (Writing, Rhetorics, and Literacies). I have attached the proposal and a table of its required courses. Would it be possible to have an impact statement by March 15?

Best,
Brad

Bradley D. Ryner

Associate Professor and
Associate Chair for Curriculum
Department of English
Arizona State University

<https://edinburghuniversitypress.com/book-performing-economic-thought.html>

<http://www2.lib.udel.edu/udpress/earlymoderndrama.htm>