

Eastern Illinois University
New Course Proposal

ENG 4776: Research and Rhetoric in Professional Writing and Composition

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ENG 4776
2. **Title (may not exceed 30 characters, including spaces):** Research/Rhetoric in Writing
3. **Long title (may not exceed 100 characters, including spaces):** Research and Rhetoric in Professional Writing and Composition
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☐ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2015
7. **Course description:** This course focuses on rhetorical principles, research methods and primary research as they relate to professional writing and composition. WC
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

ENG 2760 or ENG 3005 or permission of the instructor and chair
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☐ Course may not be repeated.

☒ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor. No additional limit beyond that above.

A limit of 6 hours may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

Writing centered. Students' writing will be the primary determiner of the grade in this course. The minimum writing requirement is 25 pages/6,250 words. Revision is an integral part of the course.

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ N/A The grade for this course will not count in a student's grade point average.

☐ N/A The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ N/A The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ N/A Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will:

- A. Articulate effectively the value of professional communication for readers in the workplace, academia, or civic realm
- B. Demonstrate an understanding of the research and rhetorical principles that support and connect to the work of professional communication
- C. Develop and refine their writing by doing multiple writing assignments and using revision to improve those documents
- D. Use sound, appropriate research methods—including both primary and secondary sources—to answer carefully developed research questions
- E. Produce rhetorically rich and argumentatively sound applications, analyses, evaluations, syntheses, and/or arguments
- F. Demonstrate effective verbal and nonverbal communication

- a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**

N/A

- b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge** Objectives A, B, and D
 - **Effective critical thinking and problem solving** Objectives B, C, and D
 - **Effective oral and written communication** Objectives C, E, and F
 - **Advanced scholarship through research or creative activity** Objectives B and C

The learning objectives above are designed to meet the following MA English Learning Objectives:

Objective 1: English graduate students will develop and refine their critical thinking and written communication skills—Met in ENG 4776 by C, E, and F.

Objective 3: English graduate students will develop appropriate research and bibliographic skills—Met in ENG 4776 by B and C.

Objective 6: English graduate students will prepare for further advanced study in literature or for educational, professional, and other careers—Met in ENG 4776 by A, B, and E.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

The minimum writing requirement is 25 pages of finished, formal documents. The revision process will occur through peer review of documents, conferences with the instructor, mandated revision after final drafts are due and/or opportunities for revision.

Eastern Illinois University Course Proposal Format

Learning Objective	Short Writing Assignments—journals, memos, précis writing	Methodology Analysis Paper	Discourse Community Mapping Project & Presentation	Research Project—Prospectus, Research Review, Paper, Conference Paper, & Presentation	Participation: Discussion, In-Class Writing, Quizzes, Online Fora
A. Understand the value of professional and technical writing	X		X	X	X
B. Research and rhetorical principles	X	X	X	X	X
C. Develop and refine writing	X	X	X	X	X
D. Primary and/or secondary research methodologies	X	X	X	X	
E. Applications, analyses, syntheses, and/or arguments	X	X	X	X	X
F. Verbal and nonverbal communication			X	X	X

3. Explain how the instructor will determine students' grades for the course:

ENG 4776 should focus on these aspects about professional writing in some way: rhetorical principles, research methods, and primary research. Below is an example of assignments and percentage breakdown that could be adapted for various topics.

Participation	10%
Reaction Memos (12 @ 1 page each):	10%
Précis-Response Memos (2 @ 2 pages):	5%
Methodology Analysis Paper (3-5 pages):	10%
Discourse Community Presentation (7-10 minutes):	10%
Discourse Community Mapping Project (4-6 pages):	10%
Research Project Total:	45%
Prospectus (4 pages):	5%
Research Synthesis (4-6 pages):	10%
Research Paper (minimum of 12 pages):	20%
Revision and Presentation of a Conference-Length Paper:	10%

Grading Scale: 0-59%=F; 60-69%=D; 70-79%=C; 80-89%=B; 90-100%=A

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - Describe how the integrity of student work will be assured:
 - Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750–4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

1) In lieu of a methodology analysis paper (3–5 pages), graduate students will write a methodology synthesis paper (6–10 pages).

2) Graduate students are required to take a mixed-methods approach to the primary research project.

In addition, graduate students will work with the instructor to develop more complex research questions than undergraduates.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

Writing centered. Students' writing will be the primary determiner of the grade in this course. The minimum writing requirement is 25 pages/6,250 words. Revision is an integral part of the course.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The class will meet for fifteen weeks, with either three 50-minute class sessions per week (MWF) or two 75-minute class sessions (TR) (3-0-3).

The example below is a course whose topic focuses on research about workplace genres and genre acquisition in the workplace. Other topics might include courses in writing research methodologies, professional writing history, and advanced rhetorical analysis.

Week 1: **Rhetoric & Genre**
 Bitzer, "The Rhetorical Situation"
 Bakhtin, "The Problem of Speech Genres"
 Miller, "Genre as Social Action"
 Devitt, "Generalizing about Genre: New Conceptions of an Old Concept"
 Schryer, "Genre and Power: A Chronotopic Analysis"

Bazerman, "Systems of Genres and the Enactment of Social Intentions"
Reaction Memo due

Week 2:

Rhetoric, Genre, & Culture

Pare, "Genre and Identity: Individuals, Institutions, and Identity"
Yates and Orlikowski, "Genres of Organizational Communication: A Structural Approach"
Miller, "Rhetorical Community: The Cultural Basis of Genre"
Ledwell-Brown, "Organizational Culture as Contexts for Learning to Write"
Bazerman, "Genres and Activity Systems: How Texts Organize Activity and People"
Pare, "Discourse Regulations and the Production of Knowledge"
Reaction Memo due

Week 3:

Culture & Genre Acquisition

Freedman, "'Do as I Say': The Relationship between Teaching and Learning New Genres"
Askehave and Swales, "Genre Identification and Communicative Purpose: A Problem and a Possible Solution"
Berkenkotter, "Rethinking Genre from a Sociocognitive Perspective"
Devitt, "Teaching Critical Genre Awareness"
Freedman, "Show and Tell?: The Role of Explicit Teaching in the Learning of New Genres"
Orlikowski, "Genre Repertoire: The Structuring of Communicative Practices in Organizations"
Reaction Memo due

Week 4:

Culture & Genre Acquisition

Freedman and Adam, "Write Where You Are: Situating Learning to Write in the University and Workplace Settings"
Berkenkotter and Ravotas, "Genre as Tool in the Transmission of Practice Over Time and Across Professional Boundaries"
Beaufort, "Learning the Trade: A Social Apprenticeship Model for Gaining Writing Expertise"
MacKinnon, "Becoming a Rhetor: Developing Writing Ability in a Mature, Writing-Intensive Organization"
Reaction Memo due
Peer Review and/or Conferences about the Précis-Response Memo
Précis-Response Memo due

Week 5:

Genre Acquisition

Beaufort, *Writing in the Real World: Making the Transition from School to Work*
Reaction Memo due

Week 6:

Genre Acquisition & Research Methodologies

Part I of Creswell's *Research Design*
Selections from *A Research Primer for Technical Communication*
Doheny-Farina, "Confronting the Methodological and Ethical Problems of Research on Writing in Nonacademic Settings"
Smart and Brown, "Developing a 'Discursive Gaze': Participatory Action Research with Student Interns Encountering New Genres in the Activity of the

Workplace”
Reaction Memo due

Week 7:

Research Methodologies

Part II of Cresswell’s *Research Design*
Selections from *A Research Primer for Technical Communication*
Debs, “Reflexive and Reflective Tensions: Considering Research Methods from Writing-Related Fields”
Pare and Smart, “Observing Genres in Action: Toward a Research Methodology”
Reaction Memo due
Peer Review and/or Conferences about the Methodology Analysis Paper
Methodology Analysis Paper due

Week 8:

Genre Acquisition & Research

Smith, “The Genre of the End Comment: Conventions in Teacher Responses to Student Writing”
Winsor, “Ordering Work: Blue-collar Literacy and the Political Nature of Genre”
Smart, “Reinventing Expertise: Experienced Writers in the Workplace Encounter a New Genre”
Coe, “The New Rhetoric of Genre: Writing Political Briefs”
Mozdezenski, “The Sociohistorical Constitution of Genre Legal Booklet: A Critical Approach”
Reaction Memo due
Research Prospectus due
Conferences about the Research Prospectus

Week 9:

Genre Acquisition & Research

Freedman and Smart, “Navigating the Current of Economic Policy: Written Genres and the Distribution of Cognitive Work at a Financial Institution”
Smart, “Genre as Community Invention: A Central Bank’s Response to Its Executives’ Expectations as Readers”
Cross, “The Interrelation of Genre, Context, and Process in the Collaborative Writing of Two Corporate Documents”
Devitt, “Intertextuality in Tax Accounting: Generic, Referential, and Functional”
Peer Review and/or Conferences about the Precis-Response Memo
Précis-Response Memo due
Reaction Memo due

Week 10:

Genre Acquisition & Research

Van Nostrand, “A Genre Map of R&D Knowledge Production for the US Department of Defense”
Freedman, “Interaction between Theory and Research: RGS and a Study of Students and Professionals Working ‘in Computers’”
Anderson, “The Concept of Genre in Information Studies”
Reaction Memo due
Peer Review and/or Conferences about the Research Synthesis
Research Synthesis due
Discourse Community Presentations

- Week 11: **Genre Acquisition & Research**
Artemeva, “A Time to Speak , a Time to Act: A Rhetorical Genre Analysis of Novice Engineer’s Calculated Risk Taking”
Winsor, “Genre and Activity Systems: The Role of Documentation in Maintaining and Changing Engineering Activity Systems
Pare, “Writing as a Way into Social Work: Genre Sets, Genre Systems, and Distributed Cognition”
Reaction Memo due
Peer Review and/or Conferences about the Discourse Community Mapping Project
Discourse Community Mapping Project due
- Week 12: **Genre Acquisition & Research**
Lingard and Haber, “Learning Medical Talk: How the Apprenticeship Complicates Current Explicit/Tacit Debates in Genre Instruction”
Dautermann, “Negotiating Meaning in a Hospital Discourse Community”
Schryer, “The Lab vs. the Clinic: Sites of Competing Genres”
Reaction Memo due
Peer Review and/or Conferences about the Research Paper
- Week 13: **Genre Acquisition & Research**
Berkenkotter, “Genre Systems at Work: DSM-IV and Rhetorical Recontextualization in Psychotherapy Paperwork”
Engestrom, “Developmental Studies of Work as a Testbench of Activity Theory: The Case of Primary Care Medical Practice”
Pereira, “The Psychiatric Interview: Practice in/of the Clinic”
Research Paper due
- Week 14: **Genre Acquisition & Research**
Digital Writing Research: Technologies, Methodologies, and Ethical Issues
Conferences about the Conference-Length Paper
- Week 15: **Genre Acquisition & Research**
Digital Writing Research: Technologies, Methodologies, and Ethical Issues
Conference-Length Paper due
- Final: Presentation of Conference-Length Paper

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

ENG 4776 provides grounding in theory, rhetoric, and research not currently addressed by existing courses in the professional writing minor. The course will help undergraduates focus on the substantial research

about professional communication and support undergraduate and graduate research in this discipline. This course can adapt to changing needs within the professional writing curriculum.

For graduate students concentrating in Professional Writing or Composition and Rhetoric, ENG 4776 would serve as an important elective for students writing a Master's thesis that uses research methods covered in this course. At present, graduate students who wish to learn about research methods used in professional communication and composition studies contexts have had to propose independent studies to fulfill this need.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Level of course: We propose that this course be placed at the Junior, Senior, Graduate level for two reasons: (1) Research and Rhetoric in Professional Writing is designed for those students who have already completed core coursework in professional writing and are now ready both to delve more deeply into theory and to conduct self-directed primary research on topics in professional writing; (2) Offering this course at the 4700 level allows us to meet, with a single course, the needs of both our undergraduate emphasis in professional writing and the graduate concentration in professional writing.

Course prerequisite: This course will build on foundational professional writing concepts taught in ENG 2760 and ENG 3005.

3. If the course is similar to an existing course or courses, justify its development and offering.

ENG 4776 is research- and theory-based while ENG 4760: Studies in Professional Writing focuses on topics in applied professional communication. While ENG 5007 and ENG 5011 might touch on research methodologies, the topic is covered in an *ad hoc* manner, and both of those graduate seminars typically focus on the teaching of writing at the postsecondary level. In contrast, ENG 4776 focuses on research methodologies via reading, discussion, writing, and practice.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
The course will be required for English majors with an emphasis in professional writing. The course will count as an elective for other emphases in the English major and as an elective for the Professional Writing minor. To make room for the course in the schedule at this time, Technical Communication (ENG 3005) will be offered only once per academic year. (Currently, ENG 3005 is offered in both fall and spring semesters.)
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
This course will count as an elective for students in the Master's in English program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:** Donna Binns, Terri Fredrick, Robert Martinez, Jamila Smith, Tim Taylor, Angela Vietto, and other qualified English faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

- 2. Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

- 3. Text and supplementary materials to be used (Include publication dates):**

The following are examples of possible texts an individual instructor might choose:

- Beaufort, *Writing in the Real World: Making the Transition from School to Work*. 1999.
- Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 2014.
- Dias and Pare, *Transitions: Writing in Academic and Workplace Settings*. 2000.
- Hughes and Hayhoe, *A Research Primer for Technical Communication*. 2007.
- Johnson-Eilola and Selber, *Solving Problems in Technical Communication*. 2013.
- McKee and DeVoss, eds., *Digital Writing Research: Technologies, Methodologies, and Ethical Issues*. 2007.
- Rosen, *Turning Words, Spinning Worlds: Chapters in Organizational Ethnography*. 2013.
- Scott, *Critical Power Tools: Technical Communication and Cultural Studies*. 2007.
- Spilka, *Digital Literacy for Technical Communication*. 2009.
- Spilka, ed., *Writing in the Workplace*. 1993.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 19 March 2014

Date approved by the college curriculum committee: 8 October 2014

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 13 November 2014 CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student Success Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career Services

<http://www.eiu.edu/~careers/>

581-2412

Disability Services

<http://www.eiu.edu/~disabltv/>

581-6583