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  

X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  ENG 4060

2. Title (may not exceed 30 characters, including spaces):  English Studies Career Dev.

3. Long title, if any (may not exceed 100 characters, including spaces):  English Studies Career Development

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  1-0-1

5. Term(s) to be offered:  

X Fall  

Spring  

Summer  

On demand

6. Initial term of offering:  

X Fall  

Spring  

Summer  

Year:  2015

7. Course description:

A course focused on a variety of writing, reading and critical thinking skills with attention paid to individual career path preparation. WI

8. Registration restrictions:

a. Equivalent Courses

   Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

   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 2205 or ENG 2760 or ENG 2000

   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).  

   X Yes  

   No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

A grade of C is required for any of the prerequisite courses.

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:**

- **X** 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.

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 Intensive**

10. **Grading methods** (check all that apply):

- **X** 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:

- ___ The grade for this course will not count in a student’s grade point average.
- ___ 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:

- ___ 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).
- ___ 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.)

- **X** lecture
- ___ lab
- ___ lecture/lab combined
- ___ independent study/research
- ___ internship
- ___ performance
- ___ practicum or clinical
- ___ study abroad
- **X** Internet
- **X** hybrid
- ___ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

   (1) Demonstrate in-depth knowledge of career options in professional writing and English Studies.
   (2) Demonstrate reflective understanding of professional skills, interests, and abilities.
(3) Demonstrate ability to present polished and professional print and web documents suitable for job searches and career development.

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
   - Effective critical thinking and problem solving
   - Effective oral and written communication
   - Advanced scholarship through research or creative activity

N/A

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

1. Demonstrate in-depth knowledge: Students will post researched information on professional organizations and listservs, job posting sites, career requirements and benefits, and specific job ads; participate in class discussions of readings and professional guest lectures

2. Demonstrate reflective understanding: Students will complete skills inventory and strengths analysis; write reflective journal; draft cover letter

3. Present polished professional documents: Students will create resume, cover letter, print portfolio, and develop a web presence

<table>
<thead>
<tr>
<th>Activity/Assignment</th>
<th>Objectives met</th>
<th>% grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Engagement with guest speakers</td>
<td>1, 2</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective instruments/journals</td>
<td>1, 2</td>
<td>10%</td>
</tr>
<tr>
<td>Resume and cover letter</td>
<td>1, 2, 3</td>
<td>20%</td>
</tr>
<tr>
<td>Job ad analysis</td>
<td>1, 2</td>
<td>20%</td>
</tr>
<tr>
<td>Professional web presence/portfolio</td>
<td>1, 2, 3</td>
<td>30%</td>
</tr>
<tr>
<td>Major Narrative</td>
<td>1, 2, 3</td>
<td>10%</td>
</tr>
</tbody>
</table>
3. Explain how the instructor will determine students’ grades for the course:

Participation with speakers: 10%, Journals: 10%, resume and cover letter: 20%, Job ad analysis: 20%, Professional web presence: 30%, Major Narrative: 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:

a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:

The online version of ENG 4060 is designed to utilize EIU’s Learning Management System (LMS). For each course week at a specified time, the instructor will post any necessary lecture notes and detailed instructions for class activities and assignments. Homework assignments will consist of analytic reading responses, which will be posted to the class discussion forum.

Each course day (see schedule, below) will include goals for the day (aligned to student learning objectives for the course), contextual information delivered via web-based instructional technology, reading assignments, and discussion prompts that facilitate synchronous and asynchronous class engagement and response. Discussion prompts will encourage students to read and respond; collective responses and faculty-group exchange will help students comprehend the material and will create a learning community. Students will interact with guest speakers either synchronously or via message boards or chat.

b. Describe how the integrity of student work will be assured:

In addition to turning essays in on the Learning Management System (LMS), students will be required to use Turn-It-In.com to ensure integrity of student work.

c. 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.):

Student-instructor interaction will take place via email, the Learning Management System (LMS) discussion board, and through comments on student essays and written responses. In addition, synchronous office hours will be held during which students can contact instructor by phone or via the chat mode supported by the LMS.

Student-student interaction will take place on discussion boards, through email, through peer review of essay assignments, and through several small-group assignments for which students will be able to use the chat mode supported by LMS.

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

N/A
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 intensive. All the activities in this course are writing-based, and grades are based primarily on writing and revision abilities. At least 35% of the final grade will be based on writing assignments.

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 meets 50 minutes per week for 15 weeks. Class time for the online and hybrid sections of the course are equivalent to the on-campus units. The same material is covered in the same time frame. Online course material will be released before the week of instruction in a 15-week version of the course, providing ample opportunity for students to access readings, communicate as required, engage in synthesis activities and complete all work for the week (including live synchronous discussion sessions and synchronous and asynchronous peer review sessions) before moving on to the next lesson, available by the next Thursday evening.

Week 1:
- Discussion of student professional goals post-BA
- Reflective instrument: English Studies or Professional Writing Learning Record, OWL list of “soft skills”

Week 2:
- Discussion: types of careers available;
- Exploration of career-based resources and professional organizations
- Assignment: Students research listservs, job sites, and/or professional organizations; identify and analyze ten job postings they might be qualified to apply for.

Week 3:
- Discussion: Close analysis of identified job ads;
- Reflective engagement: What is your story?—Crafting an individualized professional narrative
- Assignment: Students write memo analyzing personal qualifications for one job listing;

Week 4:
- Discussion: Developing a professional portfolio: contents, design, navigability; introduction to Wix.com
- Reflective engagement: Clifton Strengths Finder and/or KTS II
- Assignments: Students identify possible artifacts and organization for professional portfolio

Week 5–6:
- Discussion: creating effective resumes and cover letters; peer reviews of resumes/cover letters
- Reflective engagement: Identifying/articulating skills in technology, collaboration, analysis, research, and organization
• Assignment: Students draft and revise resume and cover letter in response to one job ad

Week 7:
• Guest speaker: Grant writer [Possible guest speakers are listed here. Actual speakers would be determined based on career interests of students enrolled in class that semester]
• Discussion: ethics in professional writing and presentation—copyright, collaboratively produced work; clarity of visuals
• Homework: Students work on online professional portfolio

Week 8:
• Guest speaker: Technical writer
• Homework: Students work on online professional portfolio

Week 9:
• Guest speaker: Public relations professional
• Homework: Students write peer response letters to a classmate regarding draft of online portfolio

Week 10:
• Guest speaker: Professional editor
• Homework: Students work on online professional portfolio

Week 11:
• Discussion: adapting to organizational culture
• In-class workshop of online portfolio drafts
• Homework: Reading on organizational culture (activity theory); students work on online professional portfolio

Week 12:
• Guest speaker: Library professional
• Homework: Students work on online professional portfolio

Week 13:
• Discussion: adapting the professional portfolio for use in interviews; discussion of major narrative (required English Studies essay about what students have learned from major courses, how those courses intersect with one another, and how they have prepared students for their future)
• Reflective instrument: Collaborative preferences
• Homework: Students submit draft of online portfolio to instructor

Week 14:
• Discussion: Preparing for professional interviews; effective oral presentation
• Homework: Students submit draft of Major Narrative for peer and instructor review
Eastern Illinois University Course Proposal Format

Week 15:
- Discussion: Mock interviews
- Homework: Students develop detailed 12-month professional development plan (including additional learning and applied experiences, job search criteria, and job search process)

Week 16:
- Presentations of online portfolio materials
- Homework: Students submit final versions of professional materials and major narrative

FINAL EXAM

PART IV: PURPOSE AND NEED

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

Students in the professional writing minor and emphasis have available to them diverse career possibilities; students in English do as well, but they are often not aware enough of what those are. This course provides the opportunity for in-depth discussion of career issues in professional writing and in English Studies. There is no existing course that provides English majors and professional writing minors with the opportunity to integrate their studies and practice for potential engagement with the professional job market.

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

This course is meant to serve as a capstone experience for both English majors and Professional Writing minors. For this reason, the course needs to be offered at the senior level. Having ENG 2205 (required for all English majors) or ENG 2760 (required of all Professional Writing minors, who may or may not be English majors) or ENG 2000 (required for Creative Writing minors who may or may not be English majors) as choices of prerequisite for the course will help ensure that students have a foundation in their particular subject so that this course can prepare them for their chosen profession.

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

N/A

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.
   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.

a. This course will be required for professional writing minors and will also be required for English majors with an emphasis in professional writing. The course will be a recommended elective for all English majors and minors.
   
b. N/A
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

   Terri Fredrick, Angela Vietto, Tim Taylor, Melissa Ames, Randall Beebe, Marjorie Worthington and all other qualified English faculty who have completed OCDI training.

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):

   Articles available through e-reserve.

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.

N/A

PART VII: APPROVALS

Date approved by the department or school: 19 March 2014

Date approved by the college curriculum committee: 15 October 2014

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

Date approved by CAA: 13 November 2014   CGS: Not Applicable

*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

Career Services
http://www.eiu.edu/~careers/
581-2412

Disability Services
http://www.eiu.edu/~disablty/
581-6583

Counseling Center
http://www.eiu.edu/~counstcr/
581-3413