

Salt Lake Community College Program Curriculum Outline

CATALOG INFORMATION

<u>Program Title:</u>	English
<u>Beginning Semester/Year:</u>	Ongoing
<u>Type of Award:</u>	AA
<u>Sponsoring Department:</u>	English
<u>Sponsoring Division:</u>	None
<u>Sponsoring School:</u>	Humanities and Social Sciences
<u>Total Program Credit Hours</u>	Minimum of 63 Hours
<u>URL for Program Information:</u>	http://www.slcc.edu/english

APPROVALS

Faculty Member Submitting Proposal: Allison Fernley January 23, 2006
Department Consensus: English Department, 10 Feb 2006 for PCO
School Curriculum Committee Approval: (John McCormick, December 6, 2005)
Dean's Council Approval: (name and date)
Forwarded to Academic Advisor and Articulation: (name and date)
General Education Committee Approval: (name and date)
Curriculum Committee Approval: (name and date)
Senate Approval: (name and date)
Vice President of Academic Services Approval: (name and date)
Board of Regent Program Review Committee Approval: (name and date)
Board of Regent Approval: 2001

INSTITUTIONAL IMPACT

Rationale for Program: This program is a transfer degree in English. As an A.A. degree that includes a language component, it will transfer to any school in the state that offers a B.A. degree in English.

Financial Impact: This is an ongoing, base-funded program with an existing budget. Curriculum development to support the program might warrant the hiring of a new faculty person or dollars for additional adjunct training

College Resources: All faculty are in place, program is running with existing resources.

Effect on other College Programs: N/A

PROGRAM ACADEMIC INFORMATION

Program Description:

The English department provides courses involving reading, writing and critical thinking, ranging from introductory to more advanced explorations of the role of language in society, in academic studies and in our own personal and professional experiences. We emphasize teaching students to take responsibility for how they communicate in a variety of contexts (from academic, to imaginative, to work-related) and for how language may be used to achieve results. Courses are taught as intellectual inquiry, expose students to diverse reading and writing tasks and address how power may be won or lost through the medium of words. A departmental emphasis is also available for students seeking an A.A. or an A.S. in English.

<u>ASLO</u>	<u>Program Objectives/Student Outcomes</u>	<u>Program Assessments</u>
1, 2, 4, 5	1. Rhetorical Knowledge— <ul style="list-style-type: none">• Respond appropriately to different kinds of rhetorical situations• Focus on a purpose• Respond to the needs of different audiences• Understand how genres shape reading and writing• Adopt appropriate voice, tone and diction.• Use conventions of format and structure appropriate to the rhetorical situation	<p>Students must produce a variety of written genres which will lead to them to passing English courses with a grade of C or better. The grade required could be higher depending on the program to which they will transfer at SLCC or other institution.</p> <p>Future plans include an electronic portfolio assessment for all students applying for an AA degree with an emphasis in English. Such a portfolio will examine student products for evidence of these and all learning outcomes listed below.</p>
1,2,4,5	2. Critical Thinking, Reading and Writing <ul style="list-style-type: none">• Understand writing assignments as consisting of multiple tasks, including finding, evaluating, analyzing and synthesizing appropriate primary and secondary sources• Use writing and reading for inquiry, learning, thinking and communicating• Integrate their own ideas with those of others• Understand the various relationships among language, knowledge and power.	<p>At this point, instructors grade a variety of student products to assess student progress in this area.</p>

1, 2, 4,	<p>3. Processes</p> <ul style="list-style-type: none"> • Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work • Be aware that it usually takes multiple drafts to create and complete a successful text. • Develop flexible strategies for generating, revising, editing, and proof-reading • Learn to balance the advantages of relying on others with the responsibility of doing their part • Learn to critique their own and others' works • Use a variety of technologies to address a range of audiences. 	<p>Each course includes instruction in processes relevant to producing the products required by the course. Students must show evidence of their writing processes in order to receive a grade on products.</p>
1, 2	<p>4. Conventions</p> <ul style="list-style-type: none"> • Develop knowledge of genre conventions • Practice appropriate means of documenting their work • Control such surface features as syntax, grammar, punctuation and spelling 	<p>Students must produce a variety of genres which are graded.</p> <p>Students must use a citation system for a written product in order to receive a passing grade.</p>
1, 2, 4, 5	<p>5. Students should develop an awareness of the various genres of fiction, poetry, and drama and the conventions these genres use in their development and aesthetics.</p>	<p>Students will write individual reflection work, responses to text-specific questions, and responses to student-generated discussion questions. Their writing and verbal contributions to class will be assessed for appropriate use of field and genre-specific terminology.</p>
1,2	<p>6. Students should develop an understanding of what criticism and research can add to their own responses to and understanding of a text.</p>	<p>Student writing will be required to synthesize initial responses to texts with research. Such projects will receive grades.</p>

1, 2, 4, 5	7. Students should develop an awareness of the contemporary methods of critical analysis and theory including formalism, psychoanalysis, deconstruction, feminism, gender studies, cultural studies, genre theory, post-colonialism, reader response, etc.	Students will conduct individual or group research on the various methods of contemporary criticism and share results with class members through graded presentations.
1, 2, 4	8. Students should conduct literary research and practice writing with the discipline.	Formal graded papers that use MLA documentation will ask students to combine the course readings and texts with their own research. Students must demonstrate this knowledge through class dialogue and in written, graded products.
1, 4, 5	9. Students should understand the ways that writing participates in and circulates in culture and in public life.	

[Program Prerequisites](#) or Special Admission Requirements: Prerequisites must be completed with a minimum grade of C. English 1010 must also be completed with a minimum grade of C.

[Program Course Requirements and Electives:](#)

GENERAL EDUCATION REQUIREMENTS (34 CREDITS)

COURSE CR SEM PREREQUISITES

CORE SKILLS

COMPOSITION

ENGL 1010 Intro to Writing 3
 ENGL 2010 Intern Writing 3
 OR
 ENGL 2100 Technical Wrtnng 3

QUANTITATIVE LITERACY

MATH 1030 Quant Reasoning 3
 OR
 MATH 1040 Intro to Statistics 3

AMERICAN INSTITUTIONS

ECON 1740 Econ Hist of US 3
 OR
 HIST 1700 American Civ 3
 OR
 POLS 1100 US Gov & Politics 3

INSTITUTIONAL REQUIREMENTS

LIFELONG WELLNESS

HLAC 1

STUDENT CHOICE (3 CREDITS)

COMPUTER LITERACY

CIS 1020 Computer Essentials 3
 (Successfully complete the class or challenge test.)

DISTRIBUTION AREAS

Choose an additional three credit hours from each of the following distribution areas:

Biological Science 3
 Fine Arts 3
 Humanities 3
 Interdisciplinary 3
 Social Science 3
 Physical Science 3

MAJOR COURSE REQUIREMENTS**(11 CREDITS REQUIRED)****COURSE CR SEM PREREQUISITES**

ENGL 2600 Crit Intro Literature	3
ENGL 2700 Critical Theory	3
LANG 1020 (any language)	5

ENGLISH ELECTIVES (6 CREDITS)

ENGL 1050 Reading Cont Cl	3
ENGL 1060 Technology St	3
ENGL 1200 Intro Linguistics	3
ENGL 1900 Special Studies	1-3
ENGL 2000 CO-OP	2-4
ENGL 2030 Language in Society	3
ENGL 2250 Imaginative Writ	3
ENGL 2260 Writing Poetry	3
ENGL 2270 Writing Fiction	3
ENGL 2300 Int Shakespeare	3
ENGL 2610 Lit Trends in Am	3
ENGL 2620 Lit Trends in Brit	3
ENGL 2650 Uses of Poetry	3
ENGL 2710 Intro Folklore	3
ENGL 2330 Children's Literature	3
ENGL 2730 Contemp Scienc	3
ENGL 2740 Women's Studies	3
ENGL 2750 Lit Medicine/Psy	3
ENGL 2810 Native Amer Liter	3
ENGL 2820 Women Writers	3
HUMA 2130 Philosophy/Literatr	3

General Education Recommendations (if any): For Humanities distribution, take any English elective.

Recommended Sequencing of Courses:**SAMPLE SCHEDULE**

FALL SEMESTER ENGL 1010 3 LANG 1020 5 NON-ENGL ELECT 3 STUDENT CHOICE 3 HLAC 1 TOTAL 15	SPRING SEMESTER ENGL 2010 3 ENGL 2600 3 AMERICAN INST 3 DISTRIBUTION 3 MATH 1030 3 OR MATH 1040 3 TOTAL 15
2ND FALL SEMESTER ENGL ELECTIVE 3 DISTRIBUTION 9 NON-ENGL ELECT 6 TOTAL 18	2ND SPRING SEMESTER ENGL 2700 3 ENGL ELECTIVE 3 DISTRIBUTION 6 NON-ENGL ELECT 4 TOTAL 16

Transfer / Articulation Information: Admission into a major program at a transfer institution depends upon the receiving institution's requirements for that major. Some major programs are restricted and require special application as well as a competitive GPA. See an Academic Advisor at both SLCC and the intended receiving institution for specific articulation information, also available at the Utah System of Higher Education website:
http://www.utahsbr.edu/html/student_info.html

OTHER CATALOG INFORMATION SPECIFIC TO PROGRAM

Career Opportunities upon Completion of Program: This is a transfer degree, but other career opportunities are under research.

Estimated Cost for Students: \$500.00 (Textbooks)

Program Fees (*if applicable*): N/A

Contact Information: Department Office, Chair, Stephen Ruffus, 957-4375

Academic Advisor: **Kauli Kaio**

Faculty :

Professor(s): Professor: Alma McKertich

Associate Professor(s): Clyda Rae Blackburn, Lisa Bickmore, Louise Bown, Mary Jayne Davis, Allison Fernley, Gary Howard, Liz Montague, Tiffany Rousculp, Stephen Ruffus, Elisa Stone.

Assistant Professor(s): Sue Briggs, Nathan Cole, Stephanie Dowdle, Jamie McBeth-Smith, Ron Christiansen

Instructor(s): Jennifer Courtney, Melissa Helquist, Lynn Kilpatrick, Jason Pickavance, Brittany Stephenson