CFC Meeting Agenda
Monday, September 18, 2023, 3 p.m.
Washburn B

Adebanke Adebayo	Gary Hu	Hoang Nguyen
John Burns	Kelly Huff	Bruce Mactavish
Karen Camarda	Lindsey Ibañez	Alex Myers
Jason Emry	Tucker Jones	Michael O'Brien
Bill Fiander	Joseph Kendall-Morwick	Ian Smith
Sam Finch	Louise Krug	Lucy Tan
Karen Garrison	Wonjae Lee	
Andrew Herbig		

I. Call to Order

II. Election of New CFC Secretary

III. Approval of CFC Minutes from April 24, 2023

IV. Introductions

V. Committee Charge—see p. 5

    A. CAS Curriculum Approval Definitions & Processes—see p. 7
    B. Academic Committee Meeting Dates AY 24—see p. 9

VI. Accept Division Reports--None

VII. Committee Reports—None

VIII. Old Business
    A. Review subcommittee assignments—see p. 10

IX. New Business
    A. Grand Marshal for CAS Fall Commencement—see p. 11
    B. Discussion of adding WU 101 as CAS degree requirement—see p. 13
    C. Discussion of adding an upper-division writing course (such as EN 300) as baccalaureate CAS degree requirement—see p. 13; 16; 17

X. Discussion

XI. Concerns

XII. Announcements

a. Tilford Conference on Diversity and Multiculturalism—hosted by Washburn Oct. 5 and 6, 2023. Free for Washburn faculty, staff, and students to attend. Register here.

b. [Russell Jacobs Lecture in Philosophy](#), Oct. 19, 2023 at 7:30 PM in Washburn B. Speaker [Dr. Clare Palmer](#) is a British philosopher, theologian, and scholar of environmental and religious studies, who is currently a professor in the Department of Philosophy at Texas A&M University.

c. [WUmester 2024: Community & Belonging](#)

d. [Call for CAS Scholarly and Professional Development Travel Funding](#) (priority deadline Sept. 29)

e. Call for Facilitator for Spring CAS Faculty Colloquium (due October 6) – see p. 19

XIII. Adjourn

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CFC Meeting Minutes

Monday, April 24, 2023 4:00pm

Zoom

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Attendance: Matt Arterburn, Tucker Jones, Kelly Erby, Karen Camarda, Jason Emry, Janet Sharp, Kristen Grimmer, Andrew Herbig, Adem Seid, Dana King, Joseph Kendall-Morwick, Bruce Mactavish, Louise Krug, Lindsey Ibanez, Guannan Hu, Justin Moss, Hoang Nguyen, Sam Finch, Lucy Tan, Brain Thomas, Bill Fiander, Alexander Myers, Silas Huff, Ian Smith, Adebanke Adebayo, Ted Shonka, Georgina Tenny

I. **Call to Order (Matt at 4:00pm)**
II. **Approval of CFC Minutes From March 27, 2023**
   a. Motion to approve minutes from March 27
   b. Seconded
   c. No discussion
   d. Unanimously approved by the committee
III. **Accept Division Reports**
   a. Natural Science Division—Electronic meeting concluding April 14, 2023
   b. Social Sciences Division—Electronic meeting concluding April 5, 2023
   c. Mass Media/Kinesiology Division—Electronic meeting concluding April 5, 2023
      i. Motion to approve all three as a group.
      ii. Seconded
      iii. No discussion
      iv. Unanimously approved by the committee
IV. **Committee Reports—Curriculum Committee March 20, 2023**
   a. Motion to approve committee reports
   b. Seconded
   c. No discussion
   d. Unanimously approved by the committee
V. **Old Business—None**
VI. **New Business**
   a. **Curriculum Proposals**
      i. **CIS Departmental Honors Criteria**
         1. Motion to approve curriculum proposal.
         2. Seconded
         3. No discussion
         4. Unanimously approved by the committee
      ii. **CFC Subcommittee Assignments AY 2024**
         1. Motion to approve subcommittee assignments
         2. Seconded
         3. Brief discussion about how proposed committee chairs will have time to agree and/or be voted on.
         4. Unanimously approved by the committee
VII. **Discussion**
   a. Brief discussion on the proposed changes to the Gen Ed requirement. This passed faculty senate, and will be voted on at General Faculty Meeting on April 26th.

b. Discussion on procedure regarding Gen Ed changes. What will be the process to implement program changes?
   i. This will take some time, but the curriculum committee will have a big role to play in these changes.
c. A recommendation was made concerning the restructuring of the CFC subcommittees. This year, if the Curriculum subcommittee did not meet, then the CFC did not meet. There also does not appear to be equity across the subcommittees. For example, the Curriculum subcommittee tends to be tasked with a majority of the work that the CFC is tasked with completing.
d. Question regarding the committee's role in updated faculty/staff benefits (e.g., child care options).
   i. This committee can discuss this, but it may be more appropriate for the Benefits Committee and/or the Faculty Affairs committee. This could also be a question for University Strategic Planning Sessions.

VIII. **Concerns**
   a. Brief discussion on faculty being able to vote during General Faculty Meetings if they are unable to attend the meeting. Currently, faculty cannot vote in absentia. This is a concern for faculty who have class during the scheduled voting opportunity.

IX. **Announcements**
   a. None

X. **Adjourn**

E. College Faculty Council

1. Composition

Voting members of the faculty council shall include one representative from each academic department within the college, the elected chairpersons of each division, and the dean of the college, who shall be the council's presiding officer.

a. Departmental representatives shall be elected annually by the voting members of the department. Department representatives may serve no more than three terms consecutively.

b. Terms and procedures for selecting division chairpersons are provided for in section 8.I.D.2.

2. Responsibilities

As provided in section 8.I.A.3.b., the College Faculty Council is the agent of the college faculty, subject to conditions expressed in section 8.I.A.3.c.

3. Conduct

a. The council shall meet regularly, establish its own rules of procedures, and elect its secretary from among its membership. It shall consider matters relevant to its jurisdiction brought to it by individual college faculty, the president, the vice president for academic affairs, the dean, department chairpersons, or its established committees. The council may make recommendations concerning resources needed for the conduct of its obligations.

b. The secretary shall maintain an accurate record of the proceedings and actions of the council and its various committees, transferring to the university archives non- current records. The secretary shall distribute agenda notices of council meetings and minutes of meetings to the faculty of the college.

Course and Curriculum Action Process: Definitions & Approval Processes

1. Home department.
The academic department originating the curriculum action.

2. Affected department.
A department is "affected" if the course/curriculum action relates to a course or pre-requisite specifically listed in the department's curriculum.

3. Not Significant Course Changes or Not Significant Deletions.
A course change is considered "not significant" if it meets the following criteria:
    • Only the home department is affected by the change or deletion,
    • No more than two factors are being changed (title, credit hours, description, prerequisites, credit/no credit status). This list specifically excludes changes of course number, which are considered significant. A description change is not significant only if it is an editorial change.

A deletion is considered not significant if no other department or unit is affected.

Not significant course changes or deletions require approval only through the Division level:
DEPARTMENT ➔ DIVISION

4. New Course, Significant Course Change, or Significant Deletion.
A course change is considered "significant" if it meets the following criteria:
    • If any other department or unit is affected, or
    • If three or more of the following factors are changed (title, credit hours, description, prerequisites, credit/no credit status)
    • A change in course number is considered a new course.
    • A description change that is more than editorial.

A deletion is significant if another department or unit is affected.

New courses, significant course changes, and significant deletions require approval through the College Faculty Council Curriculum Committee (CFCCC) level:
DEPARTMENT ➔ DIVISION ➔ CFCC

5. Not Significant Program Change.

A program change is considered "not significant" if it meets the following criteria:
- The change affects only the home department, and
- There is no change in total hours in the program or the major
- There is no change in distribution of hours between upper-level and lower level,
- There is no change in correlate courses.

A not significant program change requires approval through the full College Faculty Council (CFC):

DEPARTMENT ➜ DIVISION ➜ CFCCC ➜ CFC

6. New Program, Significant Program Change, and Program Deletions.

A program change is considered "significant" if it meets the following criteria:
- If any other program is affected, or
- If the total hours in the program or major changes, or
- If the distribution of hours between upper-level and lower-level changes.

Significant program changes that only affect departments in the College require approval through the CAS general faculty:

DEPARTMENT ➜ DIVISION ➜ CFCCC ➜ CFC ➜ CAS GENERAL FACULTY

Significant program changes that affect other schools outside the College or that result in 25% of program hours being changed/impacted require approval through Academic Affairs Committee of Faculty Senate and Faculty Senatea. Faculty Senate will decide whether such changes also go to the full general faculty:

DEPARTMENT ➜ DIVISION ➜ CFCCC ➜ CFC ➜ CAS GENERAL FACULTY ➜ ACADEMIC AFFAIRS COMMITTEE OF FACULTY SENATE ➜ FACULTY SENATE

New programs and program deletions require approval through the Washburn Board of Regents:

DEPARTMENT ➜ DIVISION ➜ CFCCC ➜ CFC ➜ CAS GENERAL FACULTY ➜ ACADEMIC AFFAIRS COMMITTEE OF FACULTY SENATE ➜ FACULTY SENATE ➜ FULL GENERAL FACULTY ➜ WUBOR

*New program is taken to include tracks, emphases, etc.
**Program deletion is taken to include tracks, emphases, etc.

College of Arts and Sciences
Schedule of Academic Meetings
2023–2024

	CFCCC	CFC	CAS	Acad Affairs	Faculty Senate	General Faculty	WUBOR
	8/28				8/28		
September							
	9/11		9/12		9/11		
		9/18		9/18			
					9/25		
October	10/2			10/2		10/4	
		10/9			10/9		
			10/18				10/19
					10/23		
				10/30			
November							
					11/6		
	11/13			11/13		11/15	
		11/20					
				11/27			
December/January	12/4				12/4		
		12/11		12/11			12/7
	1/22				1/22		
		1/29		1/29			
							2/1
February	2/5				2/5		
		2/12		2/12			
	2/19				2/19		
		2/26		2/26			
March							
	3/4		3/5		3/4	3/6	
		3/18		3/18			3/21
					3/25		
April				4/1			
	4/8				4/8		
		4/15		4/15			
					4/22	4/17	
					4/29		
May							5/2
							6/13

latest path to WUBOR Fall
latest path to WUBOR spring

Draft*: College Faculty Council Subcommittee Assignments 2023-2024		
Curriculum	**Professional Development**	**Resources**
Chair: Bruce Mactavish (to be confirmed by election)	**Chair: Lindsey Ibañez (to be confirmed by election)**	**Chair: Tucker Jones (to be confirmed by election)**
Adebanke Adebayo (HUMDIV)	**Jason Emry** (NSD)	Sam Finch (MMKN)
	Karen Garrison (MMKN)	
John Burns (MMKN)	Andrew Herbig (NSD)	**Tucker Jones** (SOCSCI)
Bill Fiander (SOCSCI)	**Lindsey Ibañez** (SOCSCI)	Karen Camarda; Keith Mazachek (NSD)
Gary Hu (NSD)	**Wonjae Lee** (CPA)	**Joseph Kendall-Morwick** (NSD)
Bruce Mactavish (SOCSCI)	Lucy Tan (CPA)	Louise Krug (HUMDIV)
Kelly Huff (CPA)	**Georgina Tenny** (HUMDIV)	Alex Meyers (SOCSCI)
		Hoang Nguyen (NSD)
		Ian Smith (HUMDIV)

Thank you for your service:
Seid Adem (div. chair)
Allan Ayella
Amber Dickenson
Kristen Grimmer (div. chair)
Justin Moss
Matthew Nyquist
Janet Sharp

 *All subcommittee members and chairs will be ratified by the CAS faculty at the first CAS faculty meeting in the fall.

Welcome to CFC:
John Burns (div. chair)
Bill Fiander
Sam Finch
Guannan (Gary) Hu
Andrew Herbig (div. chair)
Hoang Nguyen
Kelly Huff (div. chair)

BF: Has served on subcommittee previously

Division Chairs:
John Burns (MMKN div. chair)
Lindsey Ibañez (SocSci div. chair)
Andrew Herbig (NSD div. chair)
Ian Smith (HUMDIV div. chair)

Kelly Huff (CPA div. chair)

Karen Barron (senior lecturer emeritus) has been a dedicated member of the English department and the Washburn community since she was hired as a lecturer in 2005. She was promoted to senior lecturer in 2019 and appointed coordinator of Community Engaged Learning in 2018. Karen has contributed significantly in all three categories: Teaching, Service, and Scholarship. She is an excellent and innovative teacher especially by incorporating CEP, technology, and inclusive pedagogies into her writing classes. She did substantial work mentoring and training faculty in community engaged learning, facilitating dozens of workshops and a series of podcasts on the topic. Finally, Karen has contributed greatly as a writer. She published a novel last year entitled Thirst. The book has been out for less than four months, and already she has been invited to dozens of bookstores across Kansas, Colorado, Arkansas, Massachusetts, and Oregon. She has been a valued colleague and greatly deserving of this emeritus status.

Dr. Cecil Schmidt (professor emeritus) came to Washburn in fall of 1994 from industry where he was a multidivisional program manager with successful MRP2/ERP software applications. Cecil made consequential contributions to the evolving CIS curriculum. He developed Contemporary Programming Methods and Advanced Application Programming courses. In early 2000s, he started Data Mining and Computational Intelligence courses to address a new area of growth. Around 2010, Cecil created the Modeling with VBA/Excel course to support the data science program. Cecil served on numerous committees: Faculty Senate, program review, IT steering committee, and assessment. He published twenty-plus academic articles with the most significant ones being in IEEE Software, Journal of Computer Information Systems, and the Journal of Computer Information Systems Education. Cecil's associations with local businesses provided a unique view of where technology was going and helped connect Washburn with the private sector.

Dr. Sharon Sullivan (professor emeritus) has been a WU faculty member in Theatre and Women's and Gender Studies for over 20 years and Chair for six years. She has contributed to over 100 productions for the Washburn Theatre stage. She developed the Women's and Gender Studies minor, teaching much of the coursework. Dr. Sullivan's research is internationally recognized. She regularly presents at the United Nations Commission on the Status of Women. Sullivan's research in Human Trafficking has led her to develop recognition and prevention trainings for educators, health professionals, and law enforcement. She co-founded the Stop Trafficking and Reject Slavery (STARS) initiative and works to improve women's lives through local, national, and international advocacy. Dr. Sullivan's service to WU and Topeka has been recognized through numerous awards: Woman of Influence in Education, Peacemaker Lifetime Achievement, Student Life Commitment to Diversity, and Herrick Award for Outstanding Service.

Rick Barker (assoc. prof. emeritus) has had a long and distinguished career at Washburn. Over the last 40 years he has been an iconic presence in the Math and Computer Information Sciences Departments. The many contributions he has made to the University over these many years are too numerous to mention. Perhaps where Rick will be remembered most is in the first programming course our majors take: CM111 Introduction to Structured Programming. When I meet former students, some who graduated decades ago, they fondly remember Rick Barker. In particular they remember how he challenged them to work hard, and learn the material thoroughly.

Some thought he was demanding, some thought he was fun and interesting, but they all remember him. I know that I speak for hundreds of colleagues and former students when I say that Rick's time at Washburn has enhanced and changed their lives. I believe that Emeritus Status is a small token of the great appreciation that Washburn deservedly owes to Rick as he retires.

Dr. Rachel Goossen, (professor emeritus) who received her PhD from the University of Kansas in 1993, began teaching in the Department of History at Washburn University in 2007. Over her fifteen-year tenure at Washburn, she has assembled a significant record of achievements in teaching, notably including oversight of students in our History/Secondary Education track; of research, for which she has received significant grants and which has been published and presented in a range of public forums; and of service to the department, the university, the discipline, and the community. These achievements are detailed in the accompanying c.v. and letter of recommendation.

Dr. Tom Morgan (professor emeritus) has taught at Washburn for 34 years, since the fall of 1988. He has prepared and taught courses in Applied Percussion, Theory I, II, III, and IV, Form and Analysis, Composition, and a number of instrumental ensembles. Dr. Morgan was responsible for developing the text and implementing The Rhythmic Perception Class, which is a proficiency requirement for every music major. He has written five percussion method books, published by C. Alan Publications; The Jazz Drummer's Reading Workbook, A Sequential Approach to Fundamental Snare Drum, A Sequential Approach to Rudimental Snare Drum, 10 Sequential Rudimental Solos, and The Musical Marimbaist. He has also written numerous pieces published by C. Alan Publications including snare drum and marimba solos, vibraphone solos, a woodwind quintet (composed for the WU faculty woodwind quintet that was performed at KMEA in 2020), jazz combo tunes, and a number of percussion ensemble pieces.

Dr. Michael Mosier (professor emeritus) is a Professor in the Department of Mathematics & Statistics. He earned his BS in Mathematics Education and his MS in Mathematics from Emporia State University, and his PhD in Statistics from Colorado State University. Mike began teaching at Washburn as an Assistant Professor in the Mathematics & Statistics Department in 2001. He was tenured and promoted to Associate Professor in 2005 and then promoted to Professor in 2010. Dr. Mosier has 48 peer-reviewed publications and has given 18 professional presentations. He is the co-founder and Director of Biostatistics for EMB Statistical Solutions, LLC, a data management and statistical contract resource organization. He has served on the editorial board of the Drug Information Journal and serves as instructor for the DIA Clinical Statistics for Nonstatisticians and Advanced Clinical Statistics for Nonstatisticians training courses.

Dr. Mary Pilgram (assoc. prof. emeritus) joined the faculty in 2007 as an Assistant Professor. In 2011, Dr. Pilgram was tenured and promoted to the rank of Associate Professor, thanks to her excellence in teaching, scholarly contributions to the areas of sexual harassment in organizational culture and death studies, and her exemplary service to our department. Dr. Pilgram served the Washburn community with distinction in several key positions, including Communication Studies Department Chair, Program Director for the Master's in Communication and Leadership, and as primary point person for training and assessment of the Oral Communication USLO. As the Communication Studies Department Internship coordinator, she established a network of dozens of area organizations and private businesses with whom our students continue to intern to this day.

The College of Arts and Sciences (CAS) Deans Office is asking departments to consider whether they want to add WU 101 and/or EN 300 as degree requirements for CAS degrees. If the feedback from departments is mostly positive, CAS will move forward with formal proposals for degree changes that it will take to each division to consider and vote.

Previously, before the adoption of the new KBOR general education plan, WU 101 and EN 300 were **university core requirements**, required for every WU student.

These classes are **not** part of the new KBOR general education requirements. And Washburn **cannot** mandate **university requirements** beyond what is now required for general education. However, Washburn **can** adopt **program- and degree-specific requirements**.

Last spring, CAS chairs and several CAS divisions expressed general interest in continuing to require WU 101 and EN 300 by adding them as degree requirements, necessary for all degrees awarded by the College of Arts and Sciences. (The 99-credit hour rule is an example of a CAS degree requirement; another is the varying number of hours required outside the major—e.g., 80 for BA degrees and 72 for BS degrees). The CAS Deans Office is now asking departments to further discuss the options to add WU 101 and/or EN 300 and provide feedback on whether this is something they want to pursue.

It is the position of the CAS Deans office that every CAS degree should require WU 101 and should give serious consideration to adding EN300 or another 300-level writing class.

The CAS Deans Office asks that departments consider these options for possible degree requirements carefully and that department chairs provide feedback by September 5 to Interim Dean Kelly Erby (kelly.erby@washburn.edu; x2018).

FAQ

1. **Why would CAS want to consider adding these classes as degree requirements and not program requirements?** Adding them as degree requirements as opposed to program requirements would simplify the faculty governance procedures required to change them from university core requirements (no longer allowed) while maintaining them as required classes for CAS majors. Regarding WU 101, it would help to ensure that CAS students have a similar and equitable first-year experience. Arguably, every student has a need to take WU 101. If programs differ in requiring WU101, students could initially declare one major in order to avoid WU 101, and then switch later.

2. **Must every degree offered by the College adopt both classes as requirements?** No. It is up to College faculty whether to adopt/not adopt these classes. Again, it is the position of the CAS Deans Office that there is a distinct advantage for programs and students to having every CAS degree adopt WU 101 and EN 300 or another upper-level writing course.

3. **Why is WU 101 so important to adopt as a degree requirement?** WU 101 has been part of a sea change at Washburn in improving student success and retention. Since the inception of WU 101 over ten years ago, student retention has increased from 50% to over 70% and the on-time graduation rate has improved to 54%. Other factors, including new math and English success pathways; the creation of CTEL; more active and inclusive approaches to teaching and learning; and changes in advising have no doubt also contributed. But WU 101, which employs proven high-impact practices in student success, has been unquestionably critical in improving student success, retention, and persistence to graduation. Student perception and graduation survey responses consistently indicate the positive impact of WU 101 on student social and academic success during students' first semester at WU and beyond.[1]

4. **Why can't my major just design its own version of WU 101?** The university is open to discipline-specific versions of WU 101, and some have already been implemented. But the general version of WU 101 will still be prominent, since students frequently change their majors throughout their college career and benefit from meeting and learning from students pursuing a variety of programs. WU101 sections are taught by a team of student success professionals who have been trained to deliver this particular content (see example syllabus [here](#)) just as faculty in your discipline have been trained to teach content in your specific discipline.

5. **What about the other schools at Washburn? Are they going to require WU 101 as a degree requirement?** Yes. As of this writing, it seems like every school (e.g. School of Applied Studies, School of Nursing, and School of Business) will adopt WU 101 as a degree requirement. Furthermore, approximately 90% of colleges and universities nationwide offer some kind of first-year seminar course because of the proven positive impact of these courses on student success and retention.

6. **Why should we consider adopting EN300 or another upper-level writing class?** The new GenEd system will have two required composition classes (EN 101 and EN 200). These courses will not include the practice of advanced research writing. In addition, it is likely that many students will increasingly complete these 100- and 200-level requirements as

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[1] For example, the data below is excerpted from student perception surveys administered at the end of the fall 2022 semester in all WU101 sections. Each statement is based on a 5-point scale with 5 being the highest rating. The mean response across WU101 sections is listed for each statement: 1) I am now confident finding information for academic research in databases and online (4.23); 2) I understand how to determine credible sources (4.34); 3) I know what resources are available to build a correct citation (4.33); 4) My WU 101 peer educator helped me make a successful transition to Washburn (4.15); 5) This course encouraged me to participate in learning experiences outside the classroom (3.96); 6) I would contact a WU 101 team member in the future when I encounter challenges (4.03).

part of their high school curriculum. This means that, without EN 300 or another 300-level writing course, students may not be required to take any composition course while they are in college. For these reasons, the English Department recommends that departments consider adding EN300 or another upper-division writing course, such as EN 308: Technical Writing or EN 312: Theories of Persuasive Writing to their degree programs.

7. **Our major already requires a lot of writing. Why isn't that sufficient?** Assigning writing in our specific disciplines differs from teaching the processes, habits of mind, and techniques of writing. EN 300 teaches students to write successful analyses and arguments in a diversity of genres, including those appropriate to many different careers. It also prepares students for advanced research writing, such as the kind of writing required by undergraduate capstone projects and graduate study. EN 300 supports faculty in all disciplines who would rather focus on more discipline-specific content as opposed to writing methods and mechanics.

8. **Will other schools require an upper-division writing course as a degree requirement?** SON is still discussing it. It looks like SOBU and SAS will for their 4-year degrees.

9. **What is the timeline for considering these new degree requirements?** Department chairs should provide feedback to Kelly Erby by September 5. If preliminary feedback from departments is positive, CAS will invite Dr. Melanie Burdick, chair of the Department of English, and representatives from the First-Year Experience Program, including Dr. Alan Bearman and James Barraclough, to visit the September 12 CAS faculty meeting to further discuss consideration of these potential degree changes. Formal proposals for divisions to consider would then follow. Divisions would need to meet to discuss and vote on these proposals in advance of the Oct. 18 CAS faculty meeting.

EN 101 Introductory College Writing

Overview:

The new EN 101 will provide students with practice in personal writing (e.g., narrative, descriptive, reflective) as well as initial practice in analytical writing, and beginning argumentation. Students will write papers approximately 2-6 pages in length. They will not be required to locate and synthesize sources, but they will learn to integrate instructor-provided sources into their writing.

NEW COURSE DESCRIPTION:

Introduction to writing at the college level with a focus on developing flexibility and skill as a writer. Analysis of texts and arguments in preparation for creating a variety of essays that include personal, analytical, and argumentative writing. Special attention given to the processes of drafting, revision, and reflection. Instruction in and practice of writing conventions such as grammar, mechanics, and citations.

EN 200 Intermediate College Writing

Overview:

EN 200 will provide students initial practice in argumentation, analysis, and synthesis of sources. Students will write papers approximately 2-10 pages in length. They will learn how to find appropriate and credible source material (not necessarily scholarly journal or research sources).

COURSE DESCRIPTION:

This class builds on writing process skills developed in EN 101, including drafting, revising, and reflecting with additional emphasis on developing and supporting an academic argument, analyzing and synthesizing sources, and making choices appropriate for a variety of rhetorical situations encountered in college-level writing.

English Course Curriculum Comparison EN 208, 300, 308, 312

Course Number/Title	EN 208 **Professional Writing**	EN 300 **Advanced College Writing**	EN 308 **Scientific and Technical Writing**	EN 312 **Theories of Persuasive Writing**
Course Description	A review of the basic essentials of business/technical usage and style, with emphasis on organizing ideas and managing basic business and technical writing forms. Prerequisite: EN 101.	Intensive writing and revision practice designed to help students develop skills needed to write successful analyses and arguments in their academic disciplines and their careers. Focus on critical thinking about how writing works in various appropriate contexts and on advanced research writing. Prerequisite: EN 101.	This Writing Course provides students with intensive writing practice organizing, developing, writing, and revising various scientific and technical documents (e.g., technical reports, proposals, process analyses, procedure/instruction manuals, etc.) Emphasizes strategies for analyzing and adapting content to various audiences and purposes. Includes individual and collaborative writing practice. Prerequisite: EN 101.	Study of theories about how people use language/writing persuasively to shape knowledge and opinion. The course focuses on selected theoretical readings from the history of mainstream and marginalized rhetorics. The course will build students' understanding of rhetorical theory and their skill in using it to analyze persuasive writing in their areas of interest.
Student Learning Outcomes	• Use business writing formats (i.e. letter, memo, email) that meet professional standards. • Demonstrate audience awareness (e.g. through demonstrated use of "you" attitude) that meets professional standards. • Demonstrate an ability to organize professional documents in a logical way, especially through the use of business writing structures (e.g. subject lines, lists, headings) that aid in reader comprehension • Develop professional business writing documents with compelling and substantive supporting details. • Use appropriate and varied sentence structures that reflect a professional style. • Use exact, positive, and inclusive language that conveys meaning at a professional level. • Submit edited documents that are virtually error free.	• Perform complex and sustained analysis of texts. • Support and sustain logical and ethical argumentation. • Conduct sophisticated research. • Engage with and synthesize sources. • Demonstrate sustained reasoning and critical thinking. • Show an understanding of how form and language can be applied within a discipline. • Use academic writing conventions appropriate for upper division work. • Appropriately adapt language for rhetorical situation. • Reflect upon and revise one's own writing.	• Demonstrate effective strategies for idea formation, organization, drafting, revision, and editing technical documents. • Portray technical information in a text that is clear, succinct, focused, ethical, and error free. • Integrate effective use of visuals (e.g.: charts, graphs, figures) and formatting elements into a text. • Integrate outside research into one's own writing correctly and economically. • Write technical documents of varying lengths and genres appropriate for expert and lay audiences. • Collaboratively create at least one multi-authored technical text that is focused, organized, and unified in voice.	• Understand theoretical terms and concepts important to the course's thematic focus and their application to rhetorical texts and/or situations. • Analyze rhetorical texts/situations, using theoretical terminology and concepts to explain potential audience responses to these texts/situations. • Persuasively support claims about rhetorical texts/situations, synthesizing and correctly documenting references to theoretical texts (secondary research) to analyze the chosen rhetorical text/speech (primary research).
Course Number/Title	EN 208 **Professional Writing**	EN 300 **Advanced College Writing**	EN 308 **Scientific and Technical Writing**	EN 312 **Theories of Persuasive Writing**

Example Assignments	• Professional emails • Application materials • Memos Additional for health and helping sections: • Case notes • Intake summaries • Referrals	• Rhetorical analysis • Annotated bibliography • Disciplinary research • Argumentative research • Process reflection	• Definition and/or Description • Proposal • Journal article • Conference poster presentation • Report • White paper • Instructions • Process analysis	• Quizzes and tests over rhetorical theories • Short essays practicing varied forms of rhetorical theories (e.g.: Aristotelian, Rogerian, Toulmin). • Analysis paper of rhetorical strategies and fallacies. • Argumentative research
Discipline Specific Sections?	"Health and Helping" appropriate for students majoring in healthcare, social work, family and human services.	• Nursing-focused • Education-focused		

Call for College of Arts and Sciences Spring 2024 Colloquium Facilitator

The annual CAS Faculty Colloquium is an opportunity for colleagues from across the College to discuss a common, interdisciplinary topic and develop their own scholarly or creative work related to the topic. Participants receive a small stipend and are expected to 1) discuss a common book or selection of short readings; 2) present a draft research paper or creative project to other colloquium participants in an informal setting; 3) read and discuss other participants' papers/projects; and 4) present their projects in a public format open to the entire Washburn community as part of WUmester.

This spring the CAS Faculty Colloquium will follow the 2024 WUmester topic "Community and Belonging. " The selection of this topic commemorates the 70th anniversary of the landmark 1954 United States Supreme Court decision *Brown v. Board of Education of Topeka* and is intended to help the campus explore how community and belonging contribute to our safety, wellbeing, and, ultimately, happiness and empowerment.

CAS seeks a faculty facilitator for the 2024 colloquium. The facilitator will select and coordinate meeting arrangements (day and time TBD by facilitator), identify common reading(s), lead discussions, as well as present their own work. The selected faculty member will receive a course release for Spring 2024 in addition to the participant stipend.

Full-time faculty from all departments are eligible to apply. Priority will be given to those from departments and/or divisions who have not previously led a colloquium. Priority will also be given to those who have previously participated in a colloquium.

To be considered, please complete the following questions and submit to Maria Stover (maria.stover@washburn.edu) in the CAS deans office. Applications are due October 6, 2023 by 5 PM.

Name:

Position/Rank:

Department:

Have you previously participated in a CAS Faculty Colloquium? If so, when?

Have you previously led a CAS Faculty Colloquium? If so, when?

Briefly describe (300 words or fewer) your interest in facilitating the colloquium and the academic or creative expertise you would bring to facilitating.

Please attach a statement from your department chairperson indicating their support of your application and approval of a 1-course reduction in your teaching load for Spring 2024, should you be selected.