Resolution #26 1990-91

TO: President John E. Van de Watering

FROM: The Faculty Senate Meeting on April 1, 1991 (Date)

RE: X 1. Formal Resolution (Act of Determination)
   II. Recommendation (Urging the fitness of)
   III. Other (Notice, Request, Report, etc.)
   For your information

SUBJECT: Addition of a Rhetoric and Composition Track to the M.A. Degree Program in English

Signed
(For the Senate)

TO: The Faculty Senate

FROM: President John E. Van de Watering

RE: I. Decision and Action Taken on Formal Resolution
   a. Accepted. Effective Date
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III.
   a. Received and acknowledged
   b. Comment:

DISTRIBUTION:

Distribution Date Signed: (President of the College)
To: Faculty Senate
From: Fred Burelbach, Chair, English Dept.
Date: February 11, 1991
Subject: Proposed additional track in M.A. in English

Introduction:

Following a thorough self-study in 1989-90 and surveys of undergraduate and graduate students, the Department of English has perceived a demand for a graduate-level emphasis on instruction in teaching college expository writing. Responses to our survey of graduate and undergraduate students (total sample approximately 100) showed that over 50% of those surveyed would enroll in such a program if it were offered. With the addition to the faculty of Composition Director Dr. Alice Brand, together with other members of the department who have specialized ability in instruction in composition (especially Paul Curran and Peter Marchant), the department is ready to propose the addition of an M.A. track in Rhetoric and Composition.

1. Academic Rationale. Within the last twenty years, with increasing acceleration recently, the study of rhetoric and expository writing has regained its academic prominence that it held from Classical eras through the 19th century. Hundreds of new books and articles have been published that explore psychological, philosophical, sociological, historical, and practical approaches to the re-emerging discipline; dozens of new graduate programs have been developed across the country, leading to Ph.D.'s in Composition and Rhetoric. New scholarship in the field emerges constantly, concomitant with increasing demands for improved skills in written composition at every level of education. To equip our graduate students to cope with this new outpouring of information, and to prepare them for additional graduate study and/or careers in this field, the Brockport English Department proposes to offer additional courses and experiences in this area.

2. Evidence of Demand. In 1989-90 approximately 50 graduate students and 50 senior English majors were surveyed by the department. Approximately 60% responded affirmatively to the question "Would you be interested in enrolling in a Composition/Rhetoric track if such existed at Brockport?" Approximately 40% responded affirmatively to the question "Would you be interested in teaching a writing course as part of this program?" With the proliferation of graduate programs in this field across the country, and the absence of competition in the immediate area, it is to be expected that the existence of such a track would attract a minimum of 15 new students annually.

3. Potential Clientele. Approximately the same as currently enroll in the present M.A. in English program: most of our
graduate students are from Brockport and other New York State undergraduate programs, and most currently are or have been secondary school teachers.

4. Entrance Requirements. The same as currently exist for the M.A. in English: completion of a bachelor’s degree in English with a B or better average, or successful performance in graduate courses in English taken on a nonmatriculated basis. In addition, students would be required to submit a sample of expository writing for evaluation as part of their application.

5. Program Requirements. The following courses are required:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 601 Bibliography and Methods of Research</td>
<td>3</td>
</tr>
<tr>
<td>ENL 603 History and Theory of Rhetoric and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENL 605 Teaching College Composition (prereq. to ENL 606)</td>
<td>3</td>
</tr>
<tr>
<td>ENL 606 College Composition Practicum*</td>
<td>3</td>
</tr>
<tr>
<td>Also required are two courses in Linguistics, Socio-</td>
<td></td>
</tr>
<tr>
<td>linguistics, History of Language, Grammar, or English</td>
<td></td>
</tr>
<tr>
<td>literature before 1500.</td>
<td>6</td>
</tr>
<tr>
<td>ENL (or related) electives</td>
<td>12-18</td>
</tr>
<tr>
<td>Thesis or two seminar papers in lieu of thesis</td>
<td>0-6</td>
</tr>
<tr>
<td>Comprehensive examination</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

*The practicum would include teaching or assisting a section of ENL 112 or equivalent course at another college, or tutoring composition 12 hours/week at the Center for Academic Improvement; assignment to practicum experience would be based on student preference and instructor’s selection, aided by the Graduate Coordinator and Department Chairperson.

6. Exit Requirements. Completion of the above program with an average of B or better, plus completion of a thesis (for course credit) or two substantial papers that have been submitted in appropriate courses as part of the course work and then revised in accordance with the instructor’s recommendations (no additional credit). Both thesis and papers must be approved by three readers, the Graduate Coordinator, and the Department Chairperson.

7. Library Resources and Other Support Services. New purchases of professional books and journal subscriptions in composition and rhetoric have provided an adequate base for research. This is a quickly growing field, with new publications appearing constantly, so that one of the responsibilities of the Director of Composition is to ensure that library orders keep abreast of important professional writings. A computer laboratory in Cooper has been dedicated to use by composition classes and instructors, and most members of the English Department, including instructors in composition, are equipped with computers in their offices. The English Department has the services of a full-time Director.
of Composition, a half-time Coordinator of Communication Skills, and a three-quarter time secretary for the Composition area, along with work-study personnel. Several full-time members of the English department are specialists in expository writing, especially Dr. Peter Marchant, Paul Curran, Rita Mignacca, and Laura Scibona; all members of the department are amply experienced in teaching composition. The new program could be mounted with existing staff; no new resources would be needed.

8. Course Descriptions. All of the courses for the program are presently being offered on a regular basis; only two new courses would need to be added, one of which, ENL 603 History and Theory of Composition and Rhetoric, was offered in Fall 1990 and enrolled 9 students even though the proposed track was not in place (copy of course registration form attached).

The other new course (see attached description), ENL 606 Practicum in College Composition, would provide classroom experience, development of teaching skills, and faculty supervision and instruction in teaching and/or tutoring written composition. Having completed the prerequisite course ENL 605 Teaching College Composition, students in the course would each apply the theories and methods learned in that course to teaching a section of freshman composition (ENL 112) or tutoring in the Center for Academic Improvement, based on faculty selection. They would also meet with other class members and the instructor to review and improve instructional practices. Not only would such hands-on experience benefit the graduate students and prepare them for careers in college writing programs, but the close supervision and instruction provided by the course instructor would ensure that the instruction provided to undergraduate students was of the best possible quality. Students in ENL 606 would receive 3 credit hours toward the M.A. degree but no other compensation. It is expected that at least 4-6 sections of ENL 112 could be staffed by these graduate students, thereby reducing the cost of instruction in ENL 112 by several thousand dollars. Although this cost saving would benefit the college, the primary value of the course would be to the professional development of the M.A. candidates in the program.

9. Sequence of Courses. ENL 581, 601, 603, and 606 are scheduled to be offered each Fall; ENL 605 is scheduled to be offered each Spring. The normal sequence for students would be ENL 601 and 603 in the Fall, ENL 605 and an elective in the Spring, ENL 606 and ENL 581 the following Fall, and other elective and required courses as time permits. Most of our graduate students are part-time and take several years to complete their programs.

10. Staffing. No new staff is needed for this program. As stated above (#7), professional instruction would be provided primarily by Professors Brand, Marchant, and Curran.

11. Competition from Other Colleges. No comparable programs exist locally. Rensselaer has a masters in rhetoric/composition,
Syracuse University is installing one, and SUNY Albany is developing a Ph.D. program in rhetoric/composition which could be a feeder program for our graduates. Other Ph.D. programs include Purdue, Texas Christian University, University of Michigan, and at least two dozen more around the country.

If approved, the program would be implemented in Fall 1991.

Attachments: course registration forms for ENL 603 and 606
SUNY COLLEGE AT BROCKPORT
COURSE REGISTRATION FORM

Complete both sides of form and return to
OFFICE OF ACADEMIC AFFAIRS

1. ✔ New Course
   Content Revised ___________________________
   Title Change (Prev. Title: ______________________)
   Umbrella Course ___________________________
   Topics Course (if checked, complete item 2)
   Number Change (Prev. No: ______________________)
   Other (describe): ___________________________

2. TOPICS COURSE ONLY:
   A. Umbrella Course: _________________________
   B. Umbrella Course Title: _______________________
   C. Topics Course Title: _______________________
   D. Topics Courses offered _______________________
   Semester, ________ Year

3. a. Discipline: E.N.L. Number: 606
   b. Undergraduate Graduates ______

4. a. Official Course Title: Practicum in Teaching College Composition
   b. Course Start Date: Fall 1991 (semester/year)

5. Abbreviated Course Title: COLL COM PRACT C

6. a. Variable Credit? (Y/N) N
   b. Semester Hours of Credit ___________

7. Type of course: X Liberal Arts __ Non-Liberal Arts __ G.E. Code

8. Cross Listed? Give Discipline(s) and Number(s): _______________________
   Prerequisite Courses (Disc./No.): ENL 605
   Corequisite Courses (Disc./No.): _______________________

9. If this course is offered in the same discipline at another level under
   another number, give numbers (i.e., 429/528): _______________________

10. Frequency of Offering (check only one)
    (A) Every Semester __________________
    (B) Every Fall ______ (F) Every Even Fall
    (C) Every Spring ______ (E) Every Odd Spring
    (I) Every Summer ______ (J) Every Other Summer
    (O) Irregularly ______ (G) Every Two Years
    (H) Every Three Years ______
    (N) Upon Special Arrangement ______

11. This course is offered exclusively on Satisfactory/Unsatisfactory
    basis (Y/N) ______

12. Is this course repeatable for multiple credit? N

13. Course Description (Copy for catalog: 65 word maximum)
   This course provides experience in teaching or tutoring composition and pedagogical
   support under the guidance of a writing specialist. Students apply to actual class-
   room or tutorial settings the principles of contemporary writing studies. Students
   gain practical experience in planning, developing materials, instructing, and evaluating
   student progress. Prereq: ENL 605 and approval of instructor. 3 Cr.

14. Relation to Degrees/Programs: x Requirement
   ___________________________ Degree, Major, Program
   Elective ______ Other ______
1. Objectives: Students are expected to show knowledge of the field; elicit student interest and participation; plan effective lessons; use a variety of teaching techniques (e.g., collaborative learning, word processing); show flexibility in planning and routines; develop and use instructional aids when appropriate; handle classroom or tutorial routines efficiently; diagnose students' needs accurately; provide for individual differences; engage in productive student conferences; evaluate student progress accurately; relate well to students; become familiar with college services (e.g., writing tutoring, academic advisement, student services, counseling, audio-visual services, minority relations, library, handbook); develop an effective teaching style; and demonstrate responsibility and follow-through.

2. Outline:
   A. Instructor meets with graduate student-teachers for a minimum two-day pre-course orientation. Fall teaching assignments are confirmed and first week procedures reviewed.
   B. Graduate student-teachers and instructor meet weekly as a group to discuss course methodologies (e.g., rhetorical, thematic, functional, epistemic) and instructional strategies and issues, to share techniques for responding to and evaluating writing at four times during the semester. Following these observations, the instructor and graduate student-teach discuss the observation. The instructor drafts a progress report at midpoint and at the end of the semester, detailing the student-teachers' performance and providing helpful evaluative commentary.
   C. Graduate student-teachers are observed between these and other times during the semester. Observation of student teaching is discussed immediately following each session of the group observation.

3. Methods of Assessing Performance: Review of syllabi and course materials; classroom observations; review of two sets of graded student papers; student evaluations; the student-teachers' thoughtful record of the teaching experience, including a statement of goals and desired instructional behaviors.

4. Materials: Rhetoric, reader, and handbook chosen for the lower division college composition course; videotapes Student Writing Groups and Peter Elbow at SUNY Brockport and professional books housed at Drake Memorial Library and in the composition program office.

Submitted by: Alice C. Brand
Chairperson's Approval: [Signature]
Dean's Approval: [Signature]
Director of General Education (if appropriate)

Date: 12/11/88
Date: 1/24/89
Date: 

5/88
Office of Academic Affairs

Return to: OFFICE OF ACADEMIC AFFAIRS
**SUNY COLLEGE at BROCKPORT**

**COURSE REGISTRATION FORM**

Complete both sides of form and return to OFFICE OF ACADEMIC AFFAIRS

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1. **X New Course**  
   - Title Change (Prev. Title: ______________________)  
   - Content Revised  
   - Umbrella Course  
   - Topics Course (if checked, complete item 2)  
   - Other (describe): ______________________

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2. **TOPIC COURSE ONLY:**  
   - A. Umbrella Course: ______________  
     - Discipline ___ ___ Number ___ ___  
     - Undergraduate ___ ___ Graduate ___ ___  
   - B. Umbrella Course Title: ______________________  
   - C. Topics Course Title: ______________________  
   - D. Topics Courses offered ___ ___ Semester, ___ ___ Year

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3. a. Discipline: **ENL** Number: 603  
   b. Undergraduate ___ ___ Graduate ___ ___

4. a. Official Course Title: Theories of Rhetoric and Composition  
   b. Course Start Date: Fall 1990 (semester/year)

5. Abbreviated Course Title: (16 spaces) ________________

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5. a. Variable Credit? (Y/N) N  
   b. Semester Hours of Credit ___ ___

7. Type of course: **X** Liberal Arts ___ Non-Liberal Arts ___ G.E. Cod

8. Cross Listed? Give Discipline(s) and Number(s): ______________________  
   - Prerequisite Courses (Disc/No.): ______________________  
   - Corequisite Courses (Disc/No.): ______________________

9. If this course is offered in the same discipline at another level under another number, give numbers (i.e., 428/528): ______________________

10. Frequency of Offering (check only one)  
    - (A) Every Semester  
    - (B) Every Fall ___ ___  
    - (C) Every Spring ___ ___  
    - (D) Every Summer ___ ___  
    - (E) Irregularly ___ ___  
    - (F) Every Two Years ___ ___  
    - (G) Every Three Years ___ ___  
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11. This course is offered exclusively on Satisfactory/Unsatisfactory basis (Y/N) N

12. Is this course repeatable for multiple credit? (Y/N) N

13. Course Description (Copy for catalog: 65 word maximum)  
    See attachment

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14. Relation to Degrees/Programs? **X** Requirement  
    - Elective ___ ___ Other ___ ___

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Rhetoric  
Comp Tr.
ENL 603 Theories of Rhetoric and Composition

Course Description:
This course surveys important movements (from classical to contemporary times) and recent trends concerning the nature of writing. Participants study major ideas in rhetorical theory as a conceptual backdrop for ongoing work in writing studies, research, education, and related fields. The course provides a forum for exchanging and testing these ideas. Prerequisite:

Course Objectives:
Students are expected to identify important rhetorical theories from classical to contemporary times and articulate their positions. They will analyze, interpret, and evaluate these theories in light of the composing process and current pedagogy. They will be expected to describe the interaction between major theoretical, historical, and empirical research that forms the knowledge base of composition studies. They will be expected to trace the source of these movements, including the contributions of related disciplines.

Course Outline:
1. Classical theory
   (Plato, Aristotle, Cicero, Quintilian, Augustine)
2. Middle Ages (Aquinas)
3. Renaissance to the "Modem" (Bain)
4. Contemporary Theories
   (New criticalists, Social Constructionists/
   Ethnographers, Expressionist/Discovery
   Theorists, Cognitivists)
5. Philosophical underpinnings: (select epistemologists,
   sociolinguists, general semioticists)
6. Current research methods
   (clinical/case studies, ethnographic/field
   studies/surveys, experimental, historical,
   conceptual/thematic)
7. Exploration of the relationship between theory and research and both to classroom practice.

Methods of Assessing Student Performance:
Course requirements include completing the readings and keeping a reading journal, participating intelligently in discussion, generating two short position papers, and completing and presenting one in-depth longer study (analysis, interpretation, synthesis, and evaluation) on a well-focused aspect of composition theory.

Materials: Texts will be required. Journal articles will be held on reserve. Readings will be chosen from primary sources: Plato, Aristotle, Augustine, Bain, Bruffee, Burke, Cicero, Fower and Hirsch, Kninney, Plato, Quintilious, Richards; secondary Hayes, Hirsch, Kninney, Plato, Quintilian, Richards; secondary sources: Applebee, Corbett, Horner, Knoblauch and Bran, Murphy, North, Winterowd.