

English 1010 – Introduction to College Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Composition)

As a subset to the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall college GE mission. In particular, the program wants to strengthen students' skills and confidence in writing and critical thinking. It also seeks to increase students' written fluency, and help them better formulate and organize ideas into focused, developed, articulate, and persuasive essays.

Course Description

English 1010 is designed to help students improve their writing to meet communication demands in college, on the job, and as citizens. The course will also help students develop the capacity to think and to read critically. The course will provide students with frequent occasions to read, discuss, write, and revise the different types of exposition, using several rhetorical strategies such as description, narration, process, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

Course Goals:

Goals to be reached in this course:

- A knowledge of the rules of grammar, punctuation and usage.
- An understanding of effective stages within the writing process.
- An understanding of the modes of writing.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Write more clearly.
- Write more correctly (in terms of academic rules of effective writing).
- [For a more detailed list of the course's objectives, please see our program's complete course description for English 1010. In that document, you will find a much longer list that is in the syllabi of every English 1010 instructor.]

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will periodically show their completion of the stages of the writing process.

In-Class Writing: Students will be asked to write at least one in-class essay, partly to learn about strategies of on-the-spot writing, and partly to verify that their out-of-class writing is indeed their own.

Summative Assessment Methods

Essays: Students in this course will:

- ❖ Write a minimum of 4 essays, totaling at least 4,500 words:
 - Two of which must be approximately 5 pages in length (1,250 words).
 - One of which must be at least a 5-page research essay that incorporates sources.
 - No more than one of which will be a narrative essay.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

English 1410 – Elements of Grammar

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

Required of English majors and recommended for other students interested in improving their knowledge of basic English grammar. This course engages students in the study of English grammar to facilitate writing, editing, and an understanding of the relationship between language, formal rules, and meaning. The course will focus on the study of sentence structure, the terminology and definitions of traditional grammar, and the conventions of usage and punctuation. Students will analyze written examples, diagram sentences, edit written work, and practice constructing original sentences according to the principles outline. 3 lecture hours per week.

Course Goals

- To analyze grammar use in terms of audience and purpose
- To learn grammar conventions and terminology
- To identify grammatical structures
- To use grammatical structures to fulfill different rhetorical purposes in short compositions

Course Learning Outcomes

By the end of English 1410, students will demonstrate their ability to

- Identify and construct basic sentence patterns
- Identify the basic parts of speech
- Understand basic grammar vocabulary
- Understand the connection between grammatical choices and rhetorical effects
- Understand common conventions for punctuation

Methods of Assessment:

Formative Assessment Methods

In-class exercises and quizzes

Mid-term Exam

Short compositions

Summative Assessment Methods

Final Exam

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice test.

English 2010 – Intermediate College Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Composition)

As a subset to the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall college GE mission. In particular, the program wants to strengthen students' skills and confidence in writing and critical thinking. It also seeks to increase students' written fluency, and help them better formulate and organize ideas into focused, developed, articulate, and persuasive essays.

Course Description

English 2010 is designed to refine and expand upon the rhetorical and basic essay-writing skills studied in English 1010. Students will increase their capacity to think clearly and independently, learn to order their thinking, and learn to communicate knowledge and ideas more skillfully. Students will receive training in the skills necessary for written communication demands in college, on the job, and as citizens. To reach those objectives, the course will provide frequent occasions to read, write, edit, and revise.

The course will emphasize analytical, expository, and source-supported writing and library research in which students will demonstrate an understanding of information literacy and the skills necessary to enable competent and successful research.

Course Goals:

Goals to be reached in this course:

- A knowledge of the ways to effectively synthesize academic sources into academic research essays.
- An understanding of the importance of analytical thinking and critical reading.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Write research essays that effectively incorporate thesis statements, and academic sources to support those thesis statements.
- Evaluate the content and quality of the sources they consider using in their research essays.
- [For a more detailed list of the course's objectives, please see our program's complete course description for English 2010. In that document, you will find a much longer list that is in the syllabi of every English 2010 instructor.]

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will periodically show their completion of the stages of the research process, reading process, and writing process.

Research Write-Up: Students will put, in writing, their thoughts about the merit and applicability of their research sources. (Most often, this will be in the form of annotated bibliographies.)

Summative Assessment Methods

Essays: Students in this course will:

- ❖ Write 2-3 short papers (2000 words total) in genres such as analysis, classification, persuasion, pro-con, or cause-effect. (Narrative and descriptive papers will not be assigned in English 2010.)
- ❖ Write at least one 10-12 page research paper that incorporates a sufficient number of credible sources.
- ❖ Write a total of at least 18 essay pages over the course of the semester (4500 words)

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

English 2100—Technical Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Professional and Technical Writing)

The Professional and Technical Writing program at Dixie State College of Utah prepares students for careers in technical, scientific, medical, legal, and business writing environments. Courses introduce students to the procedures and practices that professional writers and editors use regularly, including grant writing, freelance writing, interactive media development, magazine production, technical editing, and document design. To further enhance their understanding of language and verbal communication, students in our program investigate areas such as composition theory, visual rhetoric, and the history of rhetoric, as well.

Course Description

English 2100 is required of all English majors pursuing the Professional/Technical Writing emphasis and available for other interested students. This course provides students with opportunities to develop skills useful in professional workplace setting. In this course, students will write technical documents such as resumes, procedures, brochures, reports, and proposals. Also, the course introduces students to technical formats; brevity and clarity strategies; and visual elements such as headings, numbered, bulleted lists, and graphics. Prerequisite: English 1010. 3 lecture hours per week.

Course Goals: By the end of English 2100, students will have significantly improved their ability to do the following:

- write various types of technical documents: resumes, procedures, brochures, reports, proposals, and presentations
- utilize a writing process in planning and developing technical documents
- incorporate visual elements in designing their documents
- write clear, active and direct sentences and paragraphs, with few errors
- collaborate in writing a technical document
- focus and develop their own thoughts for extended documents
- be more aware of (and sensitive to) professional audiences
- be more aware of (and sensitive to) international audiences
- recognize ethical considerations in technical communication
- synthesize research with their own ideas and writing
- document research in reports and proposals
- utilize the computer and the Internet to improve their writing

Course Learning Outcomes:

- Identify and use elements of a technical document effectively such as executive summaries, graphics, appendices, headings, bullets, and numbered lists
- Read and analyze technical documents for effectiveness
- Synthesize and present researched information in an electronic format such as PowerPoint, weblogs, Wikis, or webpages

Methods of Assessment:

Formative Assessment Methods

Midterm: Students will take a midterm to test knowledge gained during the first half of the semester.

Projects: Students will design various technical documents throughout the semester.

Summative Assessment Method

Final Exam: At the end of the semester, students will take a final exam to assess their ability to synthesize concepts and course material.

Oral presentation: After the completion of their major project, students will design an effective oral presentation.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

ENGL 2130- Intro to Science Fiction & Futurism

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

For students in all disciplines with an interest in the literature of science fiction and futurism. This course fulfills a literature requirement in the general education humanities section. Sharpens students' literary skills, enhances self-knowledge, and increases understanding of the literature of the genre. Helps students to see how science and technology have shaped the modern world and how they may transform the future. The course covers classic and contemporary science fiction novels and uses class discussions and guest lecturers. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- Improve the students' ability to read, write and discuss representative works of science fiction and futurism using appropriate terminology and critical concepts.
- Sharpen the students' literary skills by enhancing their self-knowledge and deepening their compassion and comprehension.
- Demonstrate how science and technology have shaped the modern world and how they may transform the future.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Understand and discuss various types of science fiction literature using appropriate terminology.
- Analyze the literature of science fiction and futurism using their increased self-knowledge and comprehension of the issues discussed in such works.
- Better understand the role of technology and science in modern and possible future societies.

Methods of Assessment:

Formative Assessment Methods

Four tests, each worth one hundred points, which will contain multiple choice and essay questions covering the texts and class discussions.

Summative Assessment Methods

Research Essay: This paper must use secondary sources (research), and it must be 6 pages long. Students will write about their classroom experiences and responses to the books they are reading for the class. They will use research to pursue material they find especially interesting or unusually confusing. This essay provides an opportunity for students to look back at their experiences in the course in a way that will allow them to evaluate those experiences and fix the knowledge they have acquired in their memories as part of a coherent whole. The essay should say something about how this class has affected the students, what they've learned, and how they've changed (if they have). In effect, though it may start out with daily class notes, it will be the account of a journey and must not degenerate into a journal.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

English 2140 – Creative Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

For students in all disciplines with an interest in developing expressive skills through the writing of poetry, short stories, and dramatic presentations on stage and in film. Increases students' understanding of literature, other people, and their own ideas and feelings. Uses class discussions, guest lecturers, and an optional writing lab. Successful students will master material which includes figurative language, alliteration, assonance, rhythm in poetry and prose, dialogue, plot, setting, theme, and the critical vocabulary of the genres mentioned above. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- Produce two completed short stories suitable for publication.
- Learn to prepare manuscripts for submission to professional markets.
- Improve understanding of textual analysis and interpretation by examining and critiquing works of fiction, poems, dramatic material and films.
- Learn new methods for critiquing and responding to peers' work.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Craft short stories that employ the basic elements of fiction, such as plot, dialogue, characterization, and symbol.
- Read exemplary works of published fiction and use these narratives as models for their own stories.
- Critique materials produced for class by colleagues, providing suggestions for effective revision.

Methods of Assessment:

Formative Assessment Methods

In-Class Writing: Warm-up prompts at start of each class; quizzes; in-class responses to poems, stories, films

Summative Assessment Methods

Essays: Two completed stories submitted twice over term; all students must respond in writing to their peers' work with short analytical essays

Final Exam: Students examine a published short story, evaluating its structural strengths and weaknesses, as well as its thematic content; students are tested on their knowledge of technical terms and concepts discussed in course readings and lectures

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester.

English 2890 – Journal Publication/Southern Quill

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

For students in all disciplines who wish to work with the "Southern Quill," Dixie College's literary magazine, and who want to pursue projects in creative writing such as poetry, short stories, plays, and essays. Students must attend weekly "Southern Quill" meetings (see instructor for day and time) and produce works in the genre(s) of their choice. Available for one, two, or three credits. Prerequisite: Instructor permission required.

Course Goals:

Goals to be reached in this course:

- Students will become proficient acquisition editors, having solicited and selected literary submissions from the local community
- Produce and distribute a professional-quality publication
- Develop and articulate design guidelines for this publication
- Organize public reading opportunities for published contributors

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Review, discuss, and select materials for inclusion in a literary journal
- Utilize software to prepare a lengthy manuscript for publication
- Lead a public relations campaign to promote the publication of a literary journal

Methods of Assessment:

Formative Assessment Methods

In-Class Writing: Students collectively decide upon materials which will be included in the publication, using class time to discuss, appraise and debate the merits of each submission; students craft mission statement for semester, ideas for improving the publication, and acceptance and rejection letters

Summative Assessment Methods

Essays: Students prepare written critiques in advance of class meetings

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester.

English 3010 - Writing in the Professions

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

This course is for students who have been accepted into a baccalaureate program at Dixie State College of Utah. If enrollments permit, students who need business writing for transfer purposes and other interested students may also register for English 3010. Learning from business communication theory and through practical application, students will be able to effectively recognize and model diverse professional writing styles by analyzing various business audiences, writing purposes, and documents (including extensive formal research reports). Students will also learn about matters of business ethics, international business, and the Internet's impact on business communication. Prerequisite: ENGL 2010 with a grade of C or better and acceptance into the baccalaureate program or departmental consent. 3 lecture hours per week.

Course Goals:

By the end of English 3010, students will have significantly improved their ability to do the following:

- Critical thinking and clarity of expression in both written and oral form;
- Awareness of and sensitivity to professional work-place audiences;
- Awareness of and sensitivity to international, professional audiences;
- Awareness of the impact of technology on business writing;
- Awareness of different types of formats – and purposes – in business writing (email, memo, short report, long report, etc.);
- Recognition of respect for thoughts contrary to one's own;
- Recognition of ethical dilemmas in business communication.

Course Learning Outcomes:

By the end of English 3010, students will demonstrate their ability to

- Write clearly and analyze critically several types of business documents;
- Compose active and direct sentences in grammatically correct English;
- Focus, organize, and develop thoughts for business documents (both short and long);
- Apply ethical models to analyze and begin solving ethical dilemmas;
- Utilize a wide variety of research sources;
- Synthesize research with their own ideas and writing;
- Document research in long, formal reports;
- Engage in peer-critique and revision of their own written work;
- Utilize computers and the Internet to improve their writing and knowledge of business groups.
- Analyze and write about texts critically and clearly;
- Produce grammatically correct and stylistically engaging sentences;
- Contribute to textual analyses and discussions with fresh and cogent insights;
- Organize their thoughts clearly and maintain a focus, especially in their written work;
- Read scholarly research about professional workplace writing (i.e. articles that improve understanding of the ways in which audience, purpose and context affect one another);
- Conduct scholarly research effectively and critically;

- Incorporate their research in persuasive, effective ways (utilizing a unified citation style common to the mode/field of writing).
- Present their research, using appropriate electronic presentation software.
- Participate in discussions to develop skill in articulating and defending analyses and interpretations of written works in group contexts.

Methods of Assessment:

Formative Assessment Methods

Complete regular homework assignments that meet the professional standards of successful writing in workplace professions.

Summative Assessment Methods

Final Exam: Perform satisfactorily on exams and writing assignments that measure retention of course material (as well as original analysis and interpretation)

Oral Presentation: Give at least one oral presentation of research and/or final report, accompanied by an appropriate electronic presentation (i.e. PowerPoint or some other media).

Value-Added Assessment Methods

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Version: June 23, 2009

English 3030 – Advanced Writing

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Course Description

This is an upper division composition course intended for English majors and for students who wish to expand and deepen their skills in critical reading, critical thinking and integrated analysis within a variety of rhetorical contexts. The students will be asked to write several persuasive, argumentative and expository essays. Learning from rhetorical theory and through practical application, students will be able to effectively recognize and model diverse writing styles by analyzing various audiences, writing purposes, and documents. Prerequisite: English 2010 with a grade of C or better. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- A knowledge of the contexts, audiences, and purposes that influence diverse expository writing styles – expository styles that are not typically studied in freshmen and sophomore composition courses.
- A knowledge of how to vary written voice in order to adapt to various expository rhetorical contexts.

Course Learning Outcomes:

By the end of English 3030, students will have demonstrated their ability to

- Write in an assortment of genres, including several of the following: analytic essays, rhetorical analyses, proposals, research papers, reports, argumentation, memoir, profile essays, travel articles, literary satire, literary journalism, scientific writing, technical writing and nature writing.
- Read a variety of texts, including scholarly works on rhetorical theory and the composing process, as well as texts that model the various genres in which they will compose.
- Understand their writing processes and how these processes can be improved.
- Understand the impact of audience and purpose within a variety of rhetorical contexts, including at least one assignment that is written for—and sent to—a specific audience or publication.
- Complete at least one assignment in the mode of an extended business or science document, synthesizing secondary research.
- Complete at least one assignment synthesizing primary research.

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will show their completion of the stages of the writing process, as well as their understanding of course readings.

In-Class Workshops: Students will share their writing to other class members (and the teacher) during in-class workshops (designed to help them improve their drafts-in-progress).

Summative Assessment Methods

Essays: Students in this course will:

- Write at least five substantial documents, in at least three distinct styles of non-fiction writing:
 - Rhetorical analysis, in which students draw upon classical and contemporary rhetorical theory to critique a significant form of modern discourse.
 - Professional, workplace writing, in which students utilize direct, active writing that is free of inappropriate jargon and the bureaucratic passive voice.
 - Creative non-fiction, in which students experiment with at least one form of the creative essay: memoir, literary satire, literary journalism, biography, magazine writing, travel writing, nature writing, or science writing for lay readers.
- Write a cumulative total of at least 20 pages over the course of the semester.
- Write at least one document that synthesizes secondary, written sources.
- Write at least one document that synthesizes primary research.
- Exhibit (in at least one essay) a distinct academic voice (suited toward publication in an academic publication).
- Exhibit (in at least one essay) a distinct non-academic voice (suited toward publication in a non-academic publication)

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a narrative-based, analytical writing test.

English 3120—Document Design

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Professional and Technical Writing)

The Professional and Technical Writing program at Dixie State College of Utah prepares students for careers in technical, scientific, medical, legal, and business writing environments. Courses introduce students to the procedures and practices that professional writers and editors use regularly, including grant writing, freelance writing, interactive media development, magazine production, technical editing, and document design. To further enhance their understanding of language and verbal communication, students in our program investigate areas such as composition theory, visual rhetoric, and the history of rhetoric, as well.

Course Description

Required of English majors pursuing an emphasis in Professional & Technical Writing, and open to students who wish to create effective professional documents for the workplace. Successful students will demonstrate competence in all aspects of document design, including (but not limited to) the following: overall organization and layout; usability theory, application and testing; data organization and display; visual rhetoric (the use of color, size and white space); and theories of writer-based and reader-based writing. Students will also examine existing research on how different readers process information in different ways. In order to apply the knowledge learned in class, students will write their own technical documents, for both print and online contexts. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

Course Goals:

By the end of English 3120, students will have significantly improved their ability to do the following:

- Discuss, analyze, and apply conventions for professional document design
- Design documents appropriate to audience, purpose, and context (both print and electronic)
- Use basic vocabulary in document design
- Apply design and usability theory to the construction of a substantial document
- Answer basic theoretical and practical design questions in a midterm and final exam

Course Learning Outcomes:

By the end of English 3120, students will demonstrate their ability to

- Name, describe, and apply basic design principles
- Produce a variety of documents in print and electronic formats appropriate to audience and purpose
- Analyze existing documents for contemporary design principles as well as for the rhetoric embodied by the designs

Methods of Assessment:

Formative Assessment Methods

Quizzes
Midterm exam
Individual Design Projects
Group Design Projects

Summative Assessment Method

Final Exam
Audio/Visual presentation

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice test.

English 3130 – Grant and Proposal Writing

Overall English Department Mission Statement

The English Department at Dixie State College of Utah strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Professional and Technical Writing)

The Professional and Technical Writing program at Dixie State prepares students for careers in technical, scientific, medical, legal, and business writing environments. Courses introduce students to the procedures and practices that professional writers and editors use regularly, including grant writing, freelance writing, interactive media development, magazine production, technical editing, and document design. To further enhance their understanding of language and verbal communication, students in our program investigate areas such as composition theory, visual rhetoric, and the history of rhetoric.

Course Description

Required of English majors emphasizing in Professional and Technical Writing and open to students who want to learn about grant and proposal writing, students in this course will focus on the techniques for writing effective grants and proposals, learn about the processes that lead to successful grant and proposal writing, generate and focus on an idea, write in a variety of formats, and provide supporting information. Successful students in this class will demonstrate they understand the qualities of an effective proposal through their critiques of funded and non-funded proposals and by writing a proposal. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- A knowledge of the components of an effective grant proposal
- An understanding of the rhetoric of grant writing
- An understanding of effective stages within the writing process

Course Learning Outcomes:

By the end of English 3130, students will demonstrate their ability to

- Understand the sections of a typical proposal and what should be contained within each section.
- Explain why understanding and responding to a potential grantor's interests and guidelines will lead to a winning proposal.
- Demonstrate critical thinking when writing the need statement, goal(s), objectives, and tasks.
- Create a solid budget and project evaluation plan.

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will periodically show their completion of the stages of the writing process based on the assignments required in the Proposal Development Notebook.

Projects: The Proposal Development Notebook includes the following graded assignments that reflect the grant proposal writing process:

- Strategic Planning Exercise

- Need Statement
- Funding Sources Assignment
- Advance Planning Exercise
- Methodology, Evaluation, Dissemination, Sustainability
- Budget
- Organizational Information and Appendices
- Cover Letter and Abstract

Summative Assessment Method

End-of-Term Portfolio: Proposal Package + Proposal Development Notebook assignments

Oral Presentation: Grant Proposal PowerPoint Presentation

Final Exam: Narrative Self-Reflection Essay

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test to assess the ways in which their learning has increased during the semester. This will be a multiple-choice test.

English 3180 – Writing for Interactive Media

Overall English Department Mission Statement

The English Department at Dixie State College of Utah strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Professional and Technical Writing)

The Professional and Technical Writing program at Dixie State prepares students for careers in technical, scientific, medical, legal, and business writing environments. Courses introduce students to the procedures and practices that professional writers and editors use regularly, including grant writing, freelance writing, interactive media development, magazine production, technical editing, and document design. To further enhance their understanding of language and verbal communication, students in our program investigate areas such as composition theory, visual rhetoric, and the history of rhetoric.

Course Description

Required of English majors pursuing an emphasis in Professional & Technical Writing and open to other interested students, students in this course will explore writing and editing for visual, audio, and interactive media-- how to choose appropriate format and delivery mechanisms for news, Web sites, kiosks, and CD/DVD, etc. Topics include accessibility, copyright law, and information ethics. Students will understand the differences in writing for linear and non-linear media; develop an audience-focused, communication-oriented approach to writing; and create text-based documents that communicate effectively across different media. Prerequisite: ENGL 2010 with a grade of C or better. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- A knowledge of the components of an effective multimedia production project
- An understanding of the rhetoric of digital writing
- An understanding of effective stages within the writing process

Course Learning Outcomes:

By the end of English 3180, students will demonstrate their ability to

- Conceptualize, design, plan, and critique a multimedia production project.
- Understand the role of the writer in the development of multimedia and interactive programs.
- Compare and contrast traditional media scripting methods with scripts designed for interactive applications.

Methods of Assessment:

Formative Assessment Methods

Preparation Checks: Students will periodically show their completion of the stages of the writing process based on the graded assignments for each interactive media writing project, peer-reviews/critiques of each assignment, and reading responses c/o class presentations and weekly blog entries.

Interactive Media Writing Projects: The following assignments typically comprise writing for interactive media productions:

- Informational Writing Assignments
 - Proposal
 - Design Document or Website Outline
 - Script and Sitemap
- Narrative Writing Assignments
 - Outline
 - Walkthrough
 - Narrative Script

Summative Assessment Methods

Electronic Portfolio: Towards the end of the semester, assignments will be compiled in a portfolio and submitted for further assessment to reflect a range of content and format considerations addressed throughout our critique workshops and class discussions, including audience, clarity, theme, development and organization, style and grammar, as well as technical criteria that include interactivity, usability, creativity, and so forth.

Oral Presentation: (Optional) Interactive Media Writing Project Presentation

Final Exam: Narrative Self-Reflection Essay

Value-Added Assessment Methods

Pre/Post Test: Students will take a course-specific pre- and post-test to assess the ways in which their learning has increased during the semester. This will be a multiple-choice test.

ENGL 3230: LITERATURE AND CULTURE

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description: Required of English majors pursuing an emphasis in Literary Studies, and recommended for other students curious about the relationship between the literary arts and other forms of cultural production. This is an interdisciplinary course that will introduce you to a broad selection of American literary, cinematic, artistic, and cultural works that investigate the relationship between American culture and literature. You will become familiar with the ways in which texts and artifacts are closely tied to the geographical and cultural space as well as the historical movement from which they emerge. *3 lecture hours per week.*

Course Goals to be reached: Students will be expected to achieve the following goals:

- Understanding of how aesthetic expression in America is embedded in and often a response to a particular historical moment;
- Recognition of the oftentimes tense relationship between perceived tradition and individual genius in art and literature;
- Awareness of artistic cross-fertilizations among the disciplines;
- Understanding of a medium's possibilities of expression as well as its limits;
- Awareness of the power of the arts to contribute to cultural understanding, change, and remembrance;
- Understanding of how artists view and respond to the "myths of America."
- Familiarity with and an ability to write about and discuss key texts in cultural criticism.

Learning Outcomes: Students will be expected to perform the following:

Departmental Outcomes

- Create written work that meets the professional standards of academic writing in the field of literature;
- Combine and synthesize many of the aspects of literary studies to which they have been exposed in DSC's English program.

Course-Specific Outcomes

- Explain, critique, and identify major forms, genres, and themes found in twentieth-century American writings;
- Analyze literature and other art forms critically by using the tools of analysis specific to the medium;
- Examine and critically discuss the links between subject matter, medium, and historical moment;
- Apply cultural theory to aesthetic "texts" (literature, art, film etc.);
- Research issues and criticism relevant to their chosen topics;
- Participate in meaningful discussions about literature and culture.

Assessment Tools: Student assessment will be based on the following:

Formative Methods of Assessment

- Short written responses to reading assignments to assess students' abilities to read critically and generate ideas independently. Students are asked to write 10-12 one-page papers in response to

specified readings. These informal writings are assigned throughout the semester and geared toward helping students learn how to think and write critically and responsibly in the discipline. The instructor promptly returns the papers with direction and suggestions.

- An oral presentation designed to assess students' ability to prepare a 5-minute lecture on a text, to articulate the text's central ideas and rhetorical devices, and to orchestrate a class discussion independently.
- Oral participation in classroom discussions.
- Quizzes designed to check students' preparedness.
- A paper abstract to assess students' ability to develop and articulate a claim about a text. The abstract seeks to help students to prepare their research paper. The instructor returns the abstract with direction and suggestions.
- A 3-4-page midterm paper designed to assess students' ability to analyze texts carefully and synthesize theories and ideas discussed in class articulately and concisely.

Summative Methods of Assessment

- A 6-8-page term paper designed to assess students' ability to analyze texts carefully, to synthesize theories and ideas discussed in class throughout the semester, and to conduct research effectively following the conventions of the discipline. The term paper is the culmination of the semester's work and based on the paper proposal.
- A final examination that measures the retention of material as well as asks for creative responses to texts. Students will analyze texts read in class and assessed on their ability to organize thoughts clearly and maintain focus, and produce grammatically correct and stylistically engaging sentences;

Value-Added Assessment Method

- A pre- and a post-test of 20 questions on general theoretical concepts, rhetorical devices, and definitions. The pre-test, given at the beginning of the semester, and the post-test are aimed at assessing value added. It is a multiple choice test.

Version: January 30, 2009

English 3260 – Major American Authors

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major writer or group of writers. Topics and time

periods vary among American authors according to instructor expertise and might include, for example, Jefferson, Douglass, Melville, Dickinson, Cather, Hemingway, Silko, or Morrison, among others. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project. Prerequisite: ENGL 2010 with a grade of C or higher. 3 lecture hours per week.

Course Goals:

Goals to be reached in this course:

- A knowledge and awareness of the expansive and unique role that selected American authors have added to the field of literature.
- An understanding of the creation and dynamics of an author's critical reception and his/her acceptance into the literary canon.
- An ability to analyze literature critically through personal reaction to literary texts coupled with the reactions and analysis of other students and scholars.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Create written work that meets the professional standards of academic writing in the field of literature.
- Make connections between their own thinking and writing and the work of secondary scholars.
- Effectively communicate their ideas orally and in writing.

Methods of Assessment:

Formative Assessment Methods

Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.

Mid-term Exam: Students will also take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.

Essay: Near the middle of the term, each student will also write a typed take-home essay demonstrating his or her knowledge of how major authors use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Assessment Methods

Final Exam: At the end of the semester, students will take a cumulative final exam to assess their ability to synthesize concepts and writers.

Essay: Students will also write an end-of-the-term research paper in which they reflect upon and analyze chosen authors, works, and literary scholarship covered during the semester.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Version: January 2009

English 3261 – Major American Women Authors

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn

to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major woman writer or group of women writers. Topics and time periods vary among American authors according to instructor expertise. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project.

Course Goals:

Goals to be reached in this course:

- A knowledge and awareness of the importance and scope of the literary and intellectual contributions of the authors covered.
- An extensive awareness of the major and minor works of the authors covered.
- An ability to analyze individual literary works through written and oral responses.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Explain, critique, and identify themes and genres common to the individual authors covered in the course.
- Analyze elements of fiction and poetry, including plot, setting, characterization, theme, point of view, figurative language and other literary devices.
- Explain, identify, and then synthesize the contributions of women writers to America's intellectual and literary development.

Methods of Assessment:

Formative Assessment Methods

Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.

Mid-term Exam: Students will also take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.

Essay: Each student will also write a major critical research essay illustrating how the authors covered in the course use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Assessment Methods

Final Exam: At the end of the semester, students will take a final exam to assess their ability to synthesize concepts and course material.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Version: January 30, 2009

English 3262 – Major African American Authors

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

A major authors course is required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in-depth the works of a major African American writer or a group of major African American writers. Topics and time periods vary among American authors according to instructor expertise. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project. *3 lecture hours per week.*

Course Goals:

Goals to be reached in this course:

- A knowledge and awareness of the expansive and unique role that African American authors have added to the field of literature.
- An understanding of the creation and dynamics of an author's critical reception and his/her acceptance into the literary canon.
- An ability to analyze literature critically through personal reaction to literary texts coupled with the reactions and analysis of other students and scholars.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Create written work that meets the professional standards of academic writing in the field of literature.
- Make connections between their own thinking and writing and the work of secondary scholars.
- Effectively communicate their ideas orally and in writing.

Methods of Assessment:

Formative Assessment Methods

Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.

Mid-term Exam: Students will also take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.

Essay: Near the middle of the term, each student will also write a typed take-home essay demonstrating his or her knowledge of how major authors use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Assessment Methods

Final Exam: At the end of the semester, students will take a cumulative final exam to assess their ability to synthesize concepts and writers.

Essay: Students will also write an end-of-the-term research paper in which they reflect upon and analyze chosen authors, works, and literary scholarship covered during the semester.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Version: January 2009

English 3271 – Major British Authors

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major British writer or group of British writers. Topics and time periods vary among British authors according to instructor expertise. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project.

Course Goals:

Goals to be reached in this course:

- A knowledge and awareness of the importance and scope of the literary and intellectual contributions of the authors covered.
- An extensive awareness of the major and minor works of the authors covered.
- An ability to analyze individual literary works through written and oral responses.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Explain, critique, and identify themes and genres common to the individual author(s) covered in the course.
- Analyze elements of fiction/poetry, including plot, setting, characterization, theme, point of view, figurative language and other literary devices.
- Explain, identify, and then synthesize the contributions of the author(s) to intellectual and literary development.

Methods of Assessment:

Formative Assessment Methods

Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.

Mid-term Exam: Students will also take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.

Essay: Each student will also write a major critical research essay illustrating how the author(s) covered in the course use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Assessment Methods

Final Exam: At the end of the semester, students will take a final exam to assess their ability to synthesize concepts and course material.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

Version: August 2009

English 3281 – Major World Authors

Overall English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Literature)

Our literature courses seek to broaden and deepen students' understanding of the unique value of literary expression as an aesthetic form that challenges the senses, the intellect, and the imagination. Students also learn to appreciate the complex relationship between the aesthetic and intellectual aspects of literature and the culture and time in which it was produced.

Course Description

Required of English majors pursuing an emphasis in Literary Studies, and recommended for others interested in literature. Students will explore in depth the work of a major world writer or group of world writers. Topics and time periods vary among world authors according to instructor expertise. The course will emphasize the dynamic interplay among the aesthetics of the text(s), the author's life, and the socio-political context in which the works are produced. Students will be expected to read extensive amounts of work from these authors. Students will write several critical assignments and conduct a major research project.

Course Goals:

Goals to be reached in this course:

- A knowledge and awareness of the importance and scope of the literary and intellectual contributions of the authors covered.
- An extensive awareness of the major and minor works of the authors covered.
- An ability to analyze individual literary works through written and oral responses.

Course Learning Outcomes

Upon completing this course, students will have improved their ability to:

- Explain, critique, and identify themes and genres common to the individual author(s) covered in the course.
- Analyze elements of fiction/poetry, including plot, setting, characterization, theme, point of view, figurative language and other literary devices.
- Explain, identify, and then synthesize the contributions of the author(s) to intellectual and literary development.

Methods of Assessment:

Formative Assessment Methods

Quizzes: Students will periodically take quizzes, preparation checks, and/or tests to assess whether or not they are reading the material.

Mid-term Exam: Students will also take a mid-term exam to assess their understanding of literary concepts, and to test their ability to apply those concepts to the specific works they have read. Exams will be returned promptly with instructor feedback.

Essay: Each student will also write a major critical research essay illustrating how the author(s) covered in the course use aspects and techniques of fiction/poetic elements. Essays will be returned promptly with instructor feedback.

Summative Assessment Methods

Final Exam: At the end of the semester, students will take a final exam to assess their ability to synthesize concepts and course material.

Value-Added Assessment Method

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.