

Proposal for New and Revised General Education Courses (Sample Completed)

General Information			
Proposal Date	May 15, 2025	Department	English
Course Designator and Number (Cross-listed Course Designator and Number)* <i>*General Education courses are normally 100 to 200 level courses</i>		EH 102	
Title of Course		English Composition II	
Credit Hours** <i>**General Education courses are typically at least 3 credit hours (discipline dependent)</i>		3	

Alabama General Studies Curriculum (AGSC) Area: [Check box]

Area I: Written Composition

Area II: Humanities and Fine Arts

Area III: Natural Science and Mathematics

Area IV: History, Social, and Behavioral Sciences

Part I. Course Information

A. Catalog Description
This course, building upon English Composition I, prepares students to write effectively in academic settings by focusing on argumentative essays and essays based on the analysis and synthesis of others' writing. It emphasizes developing proficiency in written communication through diverse types of academic writing, focusing on message creation, delivery, and reception for various audiences.

B. Learning Outcomes
Please indicate which of the USA General Education Student Learning Outcomes correspond to each learning objective. For example, "Students will be able to make a compelling oral presentation that demonstrates their understanding of a contemporary societal issue [Oral

Communication: 1, 2]

Having successfully completed this course, the student will be able to:

1. Apply correct linguistic conventions (including grammar, diction, punctuation, and spelling) [Written Communication: 1]
2. Apply appropriate conventions associated with genres of communication. [Written Communication: 2]
3. Respond effectively to the rhetorical situation (audience, purpose, argument, and form). [Written Communication: 3]
4. Perform research necessary to satisfy information needed. [Written Communication: 4]

C. Justification for Inclusion

English Composition II (EH 102) is a foundational course designed to develop the advanced written communication skills essential for success in all academic disciplines and beyond. It directly addresses the university's core goal of ensuring students can communicate effectively in writing. By focusing on argumentative writing, critical analysis, and research, the course equips students with the rhetorical knowledge and research skills necessary to engage with complex ideas and contribute to academic discourse, directly supporting the broad educational aims of the General Education curriculum across all areas. As a required course building on Composition I, it provides crucial competency development for all students.

Please indicate briefly how this proposal course aligns with the [goals and purpose of the General Education Curriculum at USA](#).

D. Prerequisites and Corequisites

Prerequisite: EH 101 (English Composition I)
Corequisites: None

E. AGSC Course Guidelines

Please indicate briefly how this proposal course aligns with the AGSC course guidelines for the corresponding Area ([I](#), [II](#), [III](#), [IV](#)).

[Crosswalk for AGSC course guidelines and USA General Education Student Core Curriculum Learning Outcomes](#)

EH 102 aligns directly with the AGSC Area I: Written Composition guidelines. AGSC Area I requires courses that focus on developing students' ability to write effectively for various rhetorical situations, incorporating research and argumentation. EH 102 is specifically structured around the production of argumentative essays and a researched argument paper, requiring students to analyze texts, evaluate evidence, construct logical arguments, consider

audience, and synthesize information from sources. The course curriculum, including the focus on rhetorical situations, genres of academic writing, linguistic conventions, and the research process, precisely matches the learning objectives outlined for AGSC Area I, preparing students for the writing demands they will encounter in upper-division courses and their careers.

Part 2: General Education Student Core Curriculum Learning Outcomes

Please use the space provided to briefly explain how the proposed course aligns with the course learning outcomes identified in Part 1, Section B

Written Communication

If you are not planning to address Written Communication, please ignore this section.

Courses in Written Communication will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will apply correct linguistic conventions (including grammar, diction, punctuation, and spelling).

The course addresses linguistic conventions throughout the writing process, from drafting through revision and editing. Students are expected to adhere to standard academic English conventions in all submitted work. Instructor feedback on drafts and final papers includes commentary on grammar, mechanics, and usage. Peer review activities also encourage students to identify and correct errors. The grading rubric (referenced as Section 5 of course syllabus) includes criteria related to correctness. Assessment is ongoing through evaluation of all written assignments.

Students will apply appropriate conventions associated with genres of communication.

EH 102 focuses on academic genres, specifically various forms of essays, with a strong emphasis on argumentation. Students learn the conventions of writing summaries (e.g., objective reporting of main ideas), analytical essays (e.g., presenting an interpretation based on evidence from a text), and argumentative essays (e.g., stating a clear claim, providing evidence, addressing counter arguments). The major assignment sequence (Summary Essay, Argument Analysis/Definition Paper, Researched Argument Paper) guides students through understanding and applying the distinct conventions of these genres. Assessment is based on the student's ability to successfully employ these conventions in their submitted papers.

Students will respond effectively to the rhetorical situation (audience, purpose, argument, and

form).

Students produce academic essays, including Summary, Argument Analysis, Definition Argument, and a researched Argument Paper. The primary audience for these papers is typically the instructor, but peer review sessions involve writing for and responding to classmates. The purpose varies by assignment: summarizing existing arguments, analyzing the rhetorical strategies or claims of others and constructing their own evidence-based arguments on chosen topics. Assessment evaluates how well the student's writing adapts to the specific demands of each assignment's rhetorical situation – is the summary objective? Is the analysis insightful and well-supported for an academic audience? Is the argument clear, well-evidenced, and logically structured?

Students will perform research necessary to satisfy information needed.

A significant component of EH 102 is the Researched Argument Paper. Students are required to conduct research to support their arguments. Sources typically include academic articles, credible news sources, books, and potentially other media depending on the topic. Students learn to identify appropriate sources through library assignments and guided instruction. They engage with these sources by reading critically, evaluating credibility, summarizing, paraphrasing, quoting, and synthesizing information to support their own claims. Comprehension is assessed through the quality of their source integration, their ability to accurately represent source material, the strength of the evidence they select, and proper MLA documentation. The researched paper (20% of final grade) and potentially annotated bibliographies or source analyses serve as key assessments for this skill.

Aesthetic and Critical Interpretations

If you are not planning to address Aesthetic and Critical Interpretation please ignore this section.

Courses in Aesthetic and Critical Interpretation will have to meet the following student learning outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will relate creative or analytical works to their genre or their cultural, logical, social, or historical contexts.

N/A

Oral Communication

If you are not planning to address Oral Communication, please ignore this section.

Courses in Written Communication will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will deliver messages with attention to audience, vocal variety, articulation, and nonverbal signals.
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N/A

Students will appropriately deliver ideas with a compelling central message, clear organization (introduction, body, and conclusion), and appropriate supporting evidence.
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N/A

Scientific Reasoning

If you are not planning to address Scientific Reasoning, please ignore this section.

Courses in Scientific Reasoning will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will explore issues in the natural sciences and collect relevant data.

N/A

Students will analyze data based on natural phenomena that result in informed conclusions/judgments.
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N/A

Quantitative Reasoning

If you are not planning to address Quantitative Reasoning, please ignore this section.

Courses in Quantitative Reasoning will have to meet the following student learning outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will demonstrate mathematical literacy through interpretation of mathematical
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forms and performing calculations.

N/A

Historical Interpretations

If you are not planning to address Historical Interpretation, please ignore this section.

Courses in Historical Interpretation will have to meet one of the following student learning outcomes. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will read critically and evaluate primary and secondary sources concerning historical issues and problems.

N/A

Students will organize and synthesize evidence to reveal an understanding of the complexity of human experience across time and/or space.

N/A

Social Science Literacy

If you are not planning to address Social Science Literacy, please ignore this section.

Courses in Social Science Literacy will have to meet the following student learning outcome. As you complete the descriptions, please use examples, particularly to explain discipline-specific vocabulary.

Students will evaluate a claim using social scientific knowledge.

N/A

Part III. Additional Submission Materials

1. Course syllabus [File upload]
2. Letter of Support from the Department Chair [file upload]