

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE  
REPORT TO  
THE ACADEMIC SENATE  
AP-026-167

English, M.A. in English – Rhetoric and Composition Option

Academic Programs Committee

Date: 11/13/2016

Executive Committee  
Received and Forwarded

Date: 11/16/2016

Academic Senate

Date: 11/30/2016  
First Reading

BACKGROUND: The Department of English and Foreign Languages has put forward a referral for M.A. in English – Rhetoric and Composition Option for semesters. This is a revised program.

RESOURCES CONSULTED:

Deans  
Associate Deans  
Department Chairs  
All Faculty

DISCUSSION:

Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of CLASS as well as the Dean of CLASS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the semester program M.A. in English – Rhetoric and Composition Option.

<b>English, M.A. - Rhetoric and Composition Option: 33 units</b>			
<b>Status</b>	active		
<b>Hierarchy Entities</b>	English and Foreign Languages		
<b>Approval Process Name</b>	I. Program - Q2S Existing Program/Option/Minor		
<b>Current Step</b>	Office of Academic Programs		
<b>Originator</b>	Aaron DeRosa		
<b>Created</b>	11/21/2015 01:54PM		
<b>Launched</b>	11/21/2015 02:17PM		
<b>Form</b>			
<b>General Catalog Information</b>			
<b>Department</b>	English and Foreign Languages		
<b>Conversion Category:</b>	Revised		
<b>Proposal Type:</b>	Option		
<b>Describe or list changes</b>	Refined learning outcomes and mission statement, revised curriculum core courses, realigned coursework categories for greater flexibility, revised assessment procedures.		
<b>Semester Program Name (e.g. Biology, B.S., Art History, B.A.)</b>	English, M.A. - Rhetoric and Composition Option: 33 units		
<b>Program Description</b>	<p>Mission Statement The M.A. in English at Cal Poly Pomona offers the opportunity for students to engage in advanced study in the fields of literature, rhetoric and composition, and/or the Teaching of English to Speakers of Other Languages (TESOL). The program prepares students to pursue careers in high school and postsecondary teaching in community college and university settings, to continue on to doctoral studies, and to enter career fields requiring superior proficiency in written and oral communication, critical thinking, analysis, and research.</p> <p>Learning Outcomes</p> <p>Knowledge of the Field: Knowledge of the key theorists/practitioners, concepts, and terms in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.</p> <p>Application of Theory: Ability to apply rhetorical methodologies, principles, and research to salient concerns/problems in all three areas: History of Rhetoric; Modern Rhetorical Theory; and Pedagogy.</p> <p>Development of Ideas: Ability to develop a detailed, resourceful line of reasoning in response to a question at issue.</p> <p>Academic Style: A readable, compelling, professional prose style.</p> <p>Pedagogical Insight: Ability to teach/adapt the body of knowledge and skills listed above to a variety of audiences, in particular fellow teachers and college students.</p> <p>Research: Ability to conduct and present high-quality research/analysis in rhetoric and composition.</p>		
<b>Curriculum Sheet</b>	<p>English, M.A. - Rhetoric and Composition Option: 33 units</p> <p>I. Required Major Core Courses (3 units)</p> <p>ENG 5011 Professionalization Practicum 3</p> <p>II. Required Option Core Courses (19-21 units)</p> <p>ENG 5110 Theory and Practice of Modern Rhetoric 3</p> <p>ENG 5130 Teaching Writing 3</p> <p>ENG 6950 Master's Degree Project 1</p> <p>OR</p> <p>ENG 6960* Master's Degree Thesis 3</p> <p>Choose four:</p> <p>ENG 5100 History of Rhetoric 3</p> <p>ENG 5131 Pedagogies of Reading 3</p> <p>ENG 5150 Writing in the Disciplines 3</p> <p>ENG 5151 Rhetoric and Poetics 3</p> <p>ENG 5152 Digital Rhetoric and Literacy 3</p> <p>ENG 5180 Emerging Issues in Rhetoric and Composition 3</p> <p>*Note(s): The thesis will substitute for one elective course in consultation with an advisor.</p> <p>Directed Electives (9-12 units)</p> <p>Rhetoric and Composition students must choose between the following two groups of Directed Electives:</p> <table border="1" data-bbox="500 1696 1412 1812"> <tbody> <tr> <td>Literature ENG 5001 (3) One survey literature course in the 536X, 556X, 576X sequences.</td> <td>TESOL ENG 5231 (Grammar for TESOL) (3) ENG 5232 (Teaching ESL Writing) (3)</td> </tr> </tbody> </table>	Literature ENG 5001 (3) One survey literature course in the 536X, 556X, 576X sequences.	TESOL ENG 5231 (Grammar for TESOL) (3) ENG 5232 (Teaching ESL Writing) (3)
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	<p>One topic literature course in the 537X, 557X, 577X, 58XX sequences, or ENG 5010 (3).                  One other literature course.                  **Students must show a diversity of region (British / American / World) and time period.</p>	<p>ENG 5233 (Teaching Pronunciation) (3)                  ENG 5234 (Second Language Acquisition) (3)</p>			
Roadmap		Fall	Spring		
	Year 1	ENG 5130	3	ENG 5110	3
		RC Elective	3	RC Elective	3
		Directed Elective	3	Directed Elective	3
		Total Units	9	Total Units	9
	Year 2	RC Elective	3	RC Elective	3
		Directed Elective	3	Directed Elective	3
		ENG 5011	3	ENG 697	1
		Total Units	9	Total Units	7
	Two-Year Course Offering	Graduate Courses, Six-Year Rotation			
Catlg Nbr		Scheduled	Catlg Nbr	Scheduled	
ENG 5001		F	ENG 5376	S19/S22	
ENG 5010		S	ENG 5378		
ENG 5100		S19	ENG 5560	F19	
ENG 5110		S	ENG 5561	F20/F23	
ENG 5130		F	ENG 5562		
ENG 5131		S20/F20	ENG 5563	S22	
ENG 5150		F19	ENG 5564	S24	
ENG 5151			ENG 5570	S19/S20	
ENG 5152		F19	ENG 5572	F19/S23	
ENG 5180		F	ENG 5573	F18/F21	
ENG 5230		F18	ENG 5760	S20/S23	
ENG 5231		F18	ENG 5761	F18/F21	
ENG 5232		F19	ENG 5770	S21/S24	
ENG 5233		S20	ENG 5771	F20/F23	
ENG 5234		S19	ENG 5800	F22	
ENG 5235		S20	ENG 5801	S23	
ENG 5280			ENG 5802	F23	
ENG 5360			ENG 5880	S22	
ENG 5361		S19	ENG 6910		
ENG 5362		S21	ENG 6920		
ENG 5368		F22	ENG 6950		
ENG 5370	S21	ENG 6960			
ENG 5375		ENG 6970			
	<p>AssessmentsEML has implemented the following assessment methods to measure the effectiveness of its program and the extent to which students demonstrate the above competencies upon graduation:                  Assessment based on results of the culminating experience                  The Rhetoric and Composition portfolio will comprise a selection of new and old work. The portfolio is designed to provide an opportunity for students to synthesize material from various courses and reflect on the program as a whole. In it, students will demonstrate their growth in knowledge and ability during the course of the program and reflect on what they have learned. They will revisit past work and think about how they might improve it. The portfolio will provide an authentic representation of their teaching, writing, and researching abilities-a representation that ought also to function as a strategic presentation, that is, as something that can persuade prospective employers or admissions committees not only of what they have done, but also of what they can and will be able to do.                  The completed portfolio contains the following items in the following order:                  New Work                  A two to three-page cover letter, double-spaced, arguing that the contents of the portfolio demonstrate that you have met the program outcomes (see program outcomes below). In this letter you will cite specific sections and pages in the portfolio that provide evidence that you have met or surpassed the outcomes. Though this piece comes first in the portfolio, it should be the last piece you write.</p>				

<p><b>Assessment Plan</b></p>	<p>A rhetorical analysis of a text using appropriate classical and modern rhetorical theories. This response should be five to six pages, double-spaced. You will choose one of two questions that will be provided.</p> <p>A reflective essay on how the program has added to your scholarly and professional capacities. Refer to specific courses, texts, assignments, and events. You may also use this essay to make suggestions for improving the program. This essay should be eight to ten pages.</p> <p>Past Work: Each paper or project should include at the beginning a one- to two-page discussion of changes you would make after taking into account new perspectives gained since the piece was written, plus annotations in the text indicating the parts you would change. Whether you suggest new directions that might be taken, other directions that should have been taken, and/or additional steps to take in the direction already underway, please note that your annotations need to convey increased depth of understanding as well as breadth.</p> <p>5100 (History) paper or project                      5110 (Modern Theory/Practice) paper or project                      5110 (Modern Theory/Practice) annotated bibliography                      5130 (Teaching Writing) paper or project</p> <p>One paper from an elective rhet/comp course                      One paper from the other option (Annotation: If you were going to do this project from a rhetorical perspective, what would you do differently-with what different methodological moves and with what different assumptions about human capacity/agency, about symbolic action, about motives, etc.?)</p> <p>Each outcome will be assessed on a four-point scale (see appendix R). A perfect score is 24 points. A passing score is 18 points. Scores below 18 will result in either an oral defense in one or more categories or a request to revise and resubmit the portfolio in a subsequent quarter. The portfolio can only be resubmitted once.</p> <p>Assessment based on feedback collected anonymously via exit questionnaires                      The graduate program also collects data based on questionnaires distributed to all graduating students in the fall and spring of every year. The questionnaires prompt students to identify specific strengths and weaknesses in the program as a whole as well as in their particular options. Every questionnaire is filled out anonymously and returned directly to the Graduate Administrative Office (see appendix T).</p>
<p><b>Select Program</b></p>	<p>Program</p>
<p><b>Prospective Curriculum</b></p>	
<p><b>Steps</b></p>	
<p><b>Files</b></p>	<p>None</p>