

**PROPOSAL FOR A NEW MAJOR AND MINOR
IN WRITING AND RHETORIC**

Submitted by
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Proposal for a Liberal Arts Major in Writing and Rhetoric

ABSTRACT

The Department of Rhetoric, Communication, and Journalism recommends that Oakland University grant an undergraduate major and a minor in Writing and Rhetoric.

The goal of the Writing and Rhetoric major and minor is to develop students' abilities to communicate independently and collaboratively in writing, become engaged participants in a democratic system of government, and be critical readers, writers, and thinkers in academic and non-academic communities.

While an understanding of Writing and Rhetoric has always been central to the maintenance of an effective democracy and a healthy economy, an understanding of rhetorical principles and skill in writing is increasingly important because of new media technologies and globalization. This trend is likely to continue in the decades to come as America transforms into what former Labor Secretary Robert Reich characterized as an "information economy": Oakland students will need the theoretical and practical expertise necessary to participate in a society focused on the analysis, construction, synthesis, distribution, and use of information.

The major Writing and Rhetoric will prepare our graduates to perform the kinds of collaborative work in written communication that will be required of them for full participation in an increasingly global and high-tech society, whether they go on to professional writing in business, industry, and non-profits; production work in new media; or continue on to graduate studies in Rhetoric and Composition. All Writing and Rhetoric majors will study rhetorical theories and gain experience composing a variety of texts for multiple audiences, media, and contexts. Individual students will select from three tracks to allow them to choose courses that fit with their unique academic and professional goals.

The three tracks consist of: writing for the professions, writing for new media, and writing as a discipline. Students who pursue the professional track will take classes in business and technical writing and in writing for diverse disciplines; those who choose to follow the new media track will take classes that require their critical engagement with and production of digital texts, and those who pursue writing as an academic discipline will take classes ranging from classical rhetoric to the teaching of writing in preparation for graduate study in composition-rhetoric.

Course work in the major will be enhanced by one of two capstone experiences: our majors will either complete an internship experience or compose a senior thesis. Whether they choose the internship or the thesis options, the capstone experience will require that Oakland's Writing and Rhetoric majors synthesize the theories and practices they have studied in their specific tracks in the major.

I. PROGRAM DESCRIPTION

A. Program Goals

Students majoring in Writing and Rhetoric will learn to analyze the processes by which print and digital texts are produced in diverse contexts and communities. Through a group of four core

courses, majors will gain an understanding of the practices, conventions, theories, and ethics of written and visual communication and use that understanding to produce their own works for multiple audiences and contexts.

After completing their core coursework, our majors will be encouraged to participate in a semester-long internship that synthesizes the knowledge and skills they have gained from their specific tracks in the major. This internship will require that students put what they have learned into practice by working in some capacity in the local community, in web development projects on campus, or in research, tutoring, or co-teaching positions. Students who elect not to complete an internship for their capstone experience will compose a senior thesis that synthesizes the work they have done in the major or addresses some issue related to their elective work in one of the three academic tracks in the major. The core, elective tracks, and internship/thesis all reflect this program's dual commitment to theory and practice, to helping students use theory to be critical consumers and producers of text.

B. A National Context for the Major/Minor in Writing and Rhetoric

In March 2004, the chair's address at the Conference on College Composition and Communication (CCCC) called for increasing the development of writing majors nationwide, particularly programs that integrate print and digital communication. Since that time, dozens of workshops and sessions at CCCC have examined the development of writing majors around the country. A recent issue of *Composition Studies* focused exclusively on issues related to the writing major, and Greg Giberson's forthcoming co-edited collection focuses on the development of writing majors in a variety of institutional contexts around the country. In addition, the governing organization of the discipline of composition-rhetoric, College Composition and Communication, has established a Committee on the Major in Rhetoric and Composition whose primary charge, as described on the organization's website, is to "document the variety of majors in composition and rhetoric across the country and in diverse institutional types and in diverse units."

Implementing a Writing and Rhetoric major/minor will put Oakland University in the vanguard of institutions nationwide developing innovative writing curricula on the undergraduate level.

C. History of Writing and Rhetoric at Oakland University

Writing at OU was initially taught in the English department, where "exploratories" emphasized cross-disciplinary writing. In the early '70s, at the same time that OU was creating a department of Learning Skills for writing and mathematics (housed administratively under the Provost's office), composition studies and rhetoric were just beginning to acquire national status as academic fields of study. In the late '70s, the department began hiring new faculty with PhDs who demonstrated academic preparation for writing instruction and a commitment to research in writing. A Rhetoric department in the College of Arts and Sciences was created. Meanwhile, across campus, the Communication Arts department lost its theater and drama component to the new School of Performing Arts, leaving it with a very small faculty in Communication. A merger of the two departments of Rhetoric and Communication Arts and the Journalism minor was engineered, resulting in the Department of Rhetoric, Communication and Journalism (RCJ) in the College of Arts and Sciences. Over the last four decades, this combined faculty has taught courses in each of these rubrics, advised majors, and collaborated on research projects.

Currently, the Writing and Rhetoric program offers courses in first-year writing, business writing, technical writing, professional writing, and special topics in literacy studies. The program is staffed by seven tenured and tenure-track faculty, six full-time special instructors, and over thirty special lecturers with rich and diverse experiences in the teaching of rhetoric and composition. Newer tenure-track and tenured faculty have earned doctorates from prestigious Rhetoric and Composition graduate programs around the country, and the program is currently involved in a search for an assistant professor with an earned doctorate in rhetoric and professional writing. Rhetoric faculty provide a broad range of instruction and service for the university and community that is grounded in contemporary theory and research in literacy studies.

D. Statement of Philosophy

The mission of the Rhetoric Program is to develop students' abilities to write independently and collaboratively, to become engaged participants in democracy, and to be critical readers and thinkers in academic, community, national and global environments.

Rhetoric Program faculty view rhetoric and literacy as subjects that must be studied in the context of broader cultural and public interests, and we are committed to offering students opportunities to write and read diverse kinds of texts. Therefore, our courses integrate principles of humanistic, academic inquiry and encourage students to become critical consumers and producers of texts. Because we view written language as a form of action, worthy of careful consideration by students, teachers and citizens, we affirm its ability to create common interests and foster the understanding of differences. Thus our curriculum is ethically and intellectually grounded, requiring that students reflect on the forms and purposes of writing and on the ways written communication is shaped to suit particular rhetorical contexts inside and outside the university.

The major in Writing and Rhetoric will offer students opportunities to write, read, and theorize diverse kinds of text: print, digital, and visual. Course offerings are enriched by our faculty's research, through collaboration with area teachers, and in our efforts to improve the teaching of writing at the university through ongoing program assessment and through promoting a culture that values Writing Across the Curriculum.

E. Defining the Writing and Rhetoric Major at Oakland University

On the national level, programs similar to ours tend to use such terms as writing, composition, professional/technical writing, or rhetoric in naming their programs. After much discussion, we have chosen *writing* and *rhetoric* as the key terms for our department and degree program. *Writing* is more student friendly than composition or rhetoric, though alone might portray a reductionist notion of what we do as focusing on style and correctness. *Rhetoric* provides the theoretical base by emphasizing communication and argumentation within the context of specific discourse communities. Thus, by joining *Writing and Rhetoric*, we hope to portray both an easily understandable and theoretically sophisticated concept of our department and our degree program.

The proposed major in Writing and Rhetoric combines a theoretical understanding of rhetoric and textual production with practice in composing texts for a variety of contexts and audiences. Central to this understanding is an ability to think critically about emerging forms of literacy and to adapt to the rhetorical demands of new media. Consequently, coursework in the major involves immersion in online and digital forms of communication and consensus building. Writing and Rhetoric majors

may find employment after graduation in publishing, business or industry, or non-profit organizations. Those in the new media track may find employment with multimedia firms, web design organizations, or elsewhere in the digital media industry. Other majors will use their coursework as a strong foundation for graduate study in diverse areas: English education, rhetoric and composition, professional writing, and law. Writing and Rhetoric faculty believe that a sophisticated understanding of complex and diverse writing tasks will enhance student success in virtually any arena.

II. RATIONALE FOR THE PROGRAM

A. Writing and Rhetoric and Oakland University's Strategic Plan

The Writing and Rhetoric major, with its emphasis on critical thinking and ethical communication in diverse communities, responds explicitly to Vision 2020 goals: becoming a national university, supporting the professional schools, promoting engagement with the community, and providing more student-centered programs.

National university: national visibility, high-quality faculty (2020)

Writing majors, particularly those with disciplinary coherence, exist at a relatively small number of U.S. institutions today, but many schools are developing them. Creating the Writing and Rhetoric major now will put the Rhetoric faculty and Oakland in a position of national leadership for writing majors that align with current disciplinary research, theory, and curriculum.

Engagement/partnerships with the community (2020)

The program will encourage all students to engage with the community in thoughtful and critical ways. Since civic engagement is a key component of the major and minor, many sections of WRT 160 and other core courses and electives will incorporate academic service learning or civic engagement opportunities as pedagogical tools. In addition, the internship will be available every term, and students will be assisted in locating appropriate internship opportunities either on campus, such as in the Writing Center, the first year writing program, or various departments and offices, or off-campus through local business, industry, or non-profits. For a list of community internship opportunities in coordination with Communication and Journalism, see <http://www2.oakland.edu/jrn/files/InternshipOrganizationsUpdatedSept07.pdf>

Student centered programs (2020)

Rhetoric faculty strongly support undergraduate research. For the Festival of Writing, faculty have encouraged student researchers to showcase their work, and a few Rhetoric faculty have sponsored students at Meeting of Minds. Faculty teaching the advanced coursework for the major in Writing and Rhetoric will undoubtedly mentor their students' research and encourage them to present it to appropriate audiences such as Meeting of Minds. Through the capstone experience Writing and Rhetoric majors will engage in either an internship related to their major track or write a senior thesis. In both cases, students will be required to showcase their work in the internship or thesis at an annual public research forum

B. Writing and Rhetoric and Creating the Future

In addition to the 2020 Visions, the Writing and Rhetoric major addresses Creating the Future (CTF) strategies in Information Systems, Library and Learning Resources and in Market Positioning and Visibility.

Information systems, library and learning resources

The Writing and Rhetoric major will provide a “learner-centered ‘Oakland Experience.’” Specifically, majors will improve their computer and information literacy and their critical thinking and interpersonal skills. CTF strategy # 5 links such learning to helping students “become lifelong learners.”

Market positioning and visibility

The Writing and Rhetoric major addresses two strategies in the Market Positioning and Visibility statement through service learning and internship courses and through courses in digital culture and multiple literacies: #6, strengthening students’ out-of-classroom experiences, and #8, being on the front edge of application technology. In particular, the program in Writing and Rhetoric will help Oakland reclaim its past visibility as a leader in the use of computers in writing. One of the first computer classrooms for writing (now commonplace in writing programs across the country) was established at Oakland, and the first two rhetoric textbooks on computers and writing were written by Oakland faculty. Area employers can look to Writing and Rhetoric graduates for technical as well as theoretical expertise.

C. Writing and Rhetoric and the Goals of the College of Arts and Sciences

As Dean Sudol notes in his Fall 2007 plan for the college, the "success of our graduates is the quality of their experience with writing and communication." One of the key structural elements of the college plan is writing, as well as interdisciplinary and liberal studies. The Writing and Rhetoric major responds directly to this structural plan by offering a major and minor that supports students' development in writing and communication through a framework that emphasizes rhetorical context, ethics, and civic engagement. The proposed courses bridge theory and practice in written and visual communication, challenging students to engage creatively in real-world writing contexts. Students in Writing and Rhetoric will have significant opportunities to collaborate with faculty on research and will be encouraged to have an internship and/or a service learning experience. Further, since the field is interdisciplinary in nature, students will develop habits of mind that encourage them to cross disciplinary boundaries in their thinking and research.

Finally, effective and ethical use of technology is foundational to a distinctive liberal education. Current composition studies emphasize technology; effective e-communication today demands expertise in various literacies—written, digital, and visual among the most important. The Writing and Rhetoric program integrates technology at all levels, helping students to develop technical and disciplinary expertise.

D. Need for a Writing and Rhetoric Major

The major in Writing and Rhetoric will serve Oakland University students and the broader university community in multiple ways. The emphases on inquiry, research, ethics, civic discourse, and interdisciplinary study will prepare OU students to think critically and to communicate effectively in various media, careers and contexts. The increasing number of writing majors nationally supports the Boyer Report and the findings of the National Commission on Writing in America’s Schools and Colleges, all of which have affirmed the importance of teaching written communication at all educational levels.

E. Strategy for Development of the Writing and Rhetoric Major

Today over fifty U.S. colleges and universities, including several in Michigan, offer undergraduate writing majors. Fifty more U.S. institutions offer writing concentrations, certificates, or writing minors. While the emphases of these programs vary, their overall number has been growing steadily as the field of rhetoric and composition continues to attract more students preparing for careers in law, corporate and professional writing, education, public service and other professions requiring the ability to compose, analyze, interpret and present written material. While many of these majors/minors are housed in traditional English departments, increasing numbers are supported by free-standing departments of writing. (See Appendix I.)

Comparison with Other Writing and Rhetoric Majors

In the process of developing the current proposal for a major in Writing and Rhetoric, existing programs at several different colleges and universities around the region and the country were examined to identify common approaches and curricula. The types of institutions surveyed spanned a range from small and selective liberal arts colleges to comprehensive state universities and research-intensive universities. The range of course requirements and offerings for these majors varied quite a bit as well, making it difficult to pinpoint a set of common curricula. However, the proposed major at OU shares many of the same requirements of the surveyed programs.

For comparison, the following table includes the requirements for the undergraduate major at the following universities: the University of Rhode Island, the University of Texas at Austin, Michigan State University, and Eastern Michigan University. Each of these programs has a strong core of courses for the major, a focus on rhetoric and rhetorical theories, and elective courses similar to those already offered or under development in the rhetoric program at OU.

Institution	Core Requirements
University of Rhode Island	WRT 201—Writing Argumentative and Persuasive Texts WRT 235—Writing in Electronic Environments WRT 360—Composing Processes and Canons of Rhetoric WRT 490—Writing and Rhetoric
University of Texas at Austin	Rhetorical Theory and Analysis Studies in Computers and Language Professional Writing
Michigan State University	WRA 202—Professional Writing WRA 210—Web Authoring Three tracks available: technical and digital writing, writing in communities and cultures, and writing for publication

Writing majors at Michigan institutions

Several Michigan universities offer undergraduate writing majors and graduate programs, variously in academic, professional, scientific and technical, or creative writing.

Eastern Michigan University: The English Department offers two writing majors: one in Professional Writing and one in Technical Communication.

Grand Valley State University: The Department of Writing offers writing majors and minors in academic, creative and professional writing.

Michigan State University: The BA in Professional Writing is housed in Department of Writing, Rhetoric, and American Culture. They also offer an MA in Digital Rhetoric and Professional Writing and a PhD in Rhetoric & Writing.

Michigan Technological University offers a BA and BS in Scientific and Technical Communication and an MA and PhD in Rhetoric and Technical Communication.

Wayne State University has a composition concentration in the BA, MA, and PhD.

Western Michigan University offers a major and minor in Practical Writing.

Writing majors at peer institutions

All of our peer institutions except one offer certificate programs or minors in professional writing, technical writing, or Writing and Rhetoric. One university, Wichita State, offers a creative writing major. A Writing and Rhetoric major and minor will put OU in the vanguard of our peer institutions.

Cleveland State University: Writing Certificate Program (20 hrs.)

Indiana State University: No writing concentrations

University of Akron: Minor in Professional Writing (12 hrs.), Certificate in Professional Communication, Graduate Certificate in Composition

University of Missouri at St. Louis: Writing Certificate Program (18 hrs.)

University of Nevada at Las Vegas: Professional Writing Certificate (18 hrs.)

Wichita State University: Creative Writing Major

Wright State University: Certificate programs in Professional Writing and Technical Writing (20 hrs.)

F. Evidence of Support for the Writing and Rhetoric Major

External letters of support

Letters of support have been provided by Douglas Hesse and Susan McLeod. Hesse is the Founder and Director of Writing Programs at the University of Denver. He also served as the former chair of the Conference on College Composition and Communication, the governing organization and largest conference in the field of composition. McLeod is a Research Professor of Writing and former Writing Program Director at the University of California Santa Barbara. She also chairs the Committee on the Major for the Conference on College Composition and Communication. The letters of support from Hesse and McLeod appear in Appendix F.

Internal letters of support

Letters of support from the Communication and Journalism programs and the English department may be found in Appendix F.

Alumni and employer surveys

Rhetoric faculty developed survey instruments, informed by current research in educational assessment and premised on notions of construct validity, during the fall 2004 semester. With the help of the Alumni office, the Office of Career Services, and John Coughlin, these surveys were delivered via the web to over 500 randomly selected OU alumni (121 responses) who had graduated with multiple majors in Arts and Sciences and Business five, ten, and fifteen years previously; and to over 200 area employers (136 responses) who work with the Office of Career Services. (In the case of alumni, surveys were passkey authenticated.) The results of both surveys, collated in January 2005, along with several email communications from individual alumni, indicate overwhelming support for a major in Writing and Rhetoric and affirm the program's timeliness and usefulness for professionals in the workplace. (See Appendix E for full survey instruments and complete data.)

Student surveys

In an effort to gauge student interest in and support for establishing a Writing and Rhetoric major at Oakland University, a survey of students was conducted during the winter and fall semesters of 2007. The primary participants in this survey were students in first-year writing programs at Macomb C.C., Oakland C.C., and Mott C. C., as well as Oakland University. We chose this sample of students in required courses because it would provide us with a broad sampling of prospective students from feeder schools to Oakland University, as well as provide us with an understanding of the interest of current O.U. students.

Note that this sample represents the broad range of the general population of incoming or transfer students, and is not restricted to students strong in writing or to those who elected to take a course in writing. These students are completing a required course in writing, and the method might be more similar to surveying an introductory math class on becoming math majors rather than an introductory International Relations class – an elective in which students are already interested in the subject – on becoming IR majors.

Of the more than 200 students surveyed in introductory writing courses at local community colleges, almost one-third were interested or very interested in a major in Writing and Rhetoric, over half were interested or very interested in a minor in Writing and Rhetoric, and over two-thirds either agreed or strongly agreed that OU should offer a major in Writing and Rhetoric.

We found similar results among the more than 150 students (7.5% of the first year class) currently enrolled at OU in first year writing courses. As representative of the general population of students in a required course, we find these percentages significant, especially when generalized to the more than 2,000 First Year or incoming students. This would indicate that among students transferring from the community college or all First Year students already enrolled at OU, one-third would be interested or very interested in majoring in Writing and Rhetoric and half would be interested in a minor. Even with lower rates actually signing up for the major, this is a significant number of students.

These results are supported by data at other institutions who have recently developed undergraduate programs in writing. Georgia Southern University, for example, created their program in 2002 and

by 2007 had over 150 majors. Ithaca College, whose undergraduate enrollment is only 6,260, had over 170 majors within the first five years of their program. And the University of Texas-Austin created their program in 2006 and within that first year had 67 new majors. This last number is significant because in their proposal for the major, UT-A was also conservative in their enrollment estimates and projected an initial enrollment of only 20 majors in the first year, with a growth of only 20 additional majors for each of the next three years. This number is also significant because, according the chair of the Department of Rhetoric and Writing at UT-A, almost half of their new majors were “sophomores and juniors who have picked up rhetoric and writing as a second major because they (and their parents) believe that it will prepare them for employment after college.”

Specific analysis of survey material is included below.

Relevant Survey Results for local community college students (survey instrument is in appendix E)

Q4: How interested would you be in a major (e.g., Writing and Rhetoric) that emphasizes writing and critical thinking skills?

Total Respondents	217	
Very interested	17	8%
Interested	52	24%
Not interested	109	50%
Not sure	39	18%

Q5: How interested would you be in a minor (e.g. Writing and Rhetoric) that emphasizes writing and critical thinking skills?

Total Respondents	203	
Very interested	19	9%
Interested	92	45%
Not interested	57	28%
Not sure	35	17%

Q6: If you were attending Oakland University, how likely would you be to consider majoring in Writing and Rhetoric if such a major were offered?

Total Respondents	166	
Very likely	16	10%
Somewhat likely	43	26%
Not likely	86	52%
Not sure	21	12%

Q7: Oakland University should offer a major in Writing and Rhetoric.

Total Respondents	164	
Strongly agree	25	15%
Agree	87	53%
Disagree	41	25%

Not sure	11	7%
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The results of this survey indicate strong interest and support for a major and minor in Writing and Rhetoric from prospective Oakland University students. We chose a general audience of prospective students to demonstrate that students for the proposed programs could come from and potentially attract new students to OU, while the surveys filled out by current OU students suggest that the current population of students would also support such a major.

We found substantial interest in a major in Writing and Rhetoric among the current OU students surveyed. Of the approximately 135 students surveyed, 44% (n=59) were either very interested or interested in “a major (e.g., Writing and Rhetoric) that emphasizes writing and critical thinking skills.”[Q3]

On the topic of a minor, 54% (n=72) of the students surveyed answered that they would be very interested or interested in “a minor (e.g., Writing and Rhetoric) that emphasizes writing and critical thinking skills.” [Q4]

Concerning the likelihood of considering “majoring in Writing and Rhetoric if such a major were offered,” 29% (n=39) of current OU students surveyed were very likely or somewhat likely to consider majoring in Writing and Rhetoric. [Q5]

In an effort to determine the level of support current OU students would have for establishing a major in Writing and Rhetoric, students were asked to what degree they agreed with the following statement: “Oakland University should offer a major in Writing and Rhetoric. Over three quarters, or 77% (n=104), of respondents either strongly agreed or agreed. [Q6]

We in the Rhetoric program find these results very encouraging given the obvious support that alumni, employers, as well as prospective OU students have for establishing a Writing and Rhetoric major at OU.

G. Career Opportunities for Writing and Rhetoric Majors

The Writing and Rhetoric major’s rigorous course of study will prepare individuals who plan on careers in higher education, in-house writing consulting, publishing, business, public relations, law, and the public sector. Career opportunities for writing majors are varied and various. A search of several career websites identifies the following types of employment opportunities: grant/proposal writing and development specialist, technical writing intern, entry writing expert for brokerage position, writing/editing/research assistant, website content manager with writing skills, medical writing manager, writer/graphic designer, writing team manager, writing tutor, business analyst, public relations specialist, corporate writing consultant. Often the writing major will have a minor expertise in another field or a second major. The thoughtful, flexible student likely to be attracted to the Writing and Rhetoric major will develop the ability to communicate well and to critically reflect on communicative strategies in ways that will make her/him attractive to a wide variety of employers.

Technical Writing in particular is in high demand (49,000 jobs in 2006) and positions for technical writers are expected to increase by 20% from 2006-2012. More generally, according to the U.S. Department of Labor, writers and editors held about 306,000 jobs in 2006. Demand for professionals in new media – in

particular the design, development, and maintenance of web sites – is also high. While graduates of the writing as a discipline track may go on to graduate study in Rhetoric and Composition, they may be eligible for jobs as instructional coordinators – a field for which a “much faster-than-average job growth is projected.” See attachment on “Employment analysis for technical writers, web designers, and instructional coordinators.”

Like many liberal arts majors, the Writing and Rhetoric program provides a solid foundation for graduate study: law, business, counseling, English (literature or rhetoric and composition), education (teaching or administration), sociology, anthropology would be likely possibilities.

H. Source of Expected Students

The major/minor in Writing and Rhetoric will be attractive to newly matriculating students and to professionals in southeastern Michigan whose careers demand substantial writing and critical thinking skills, including those interested in writing for community-centered or online purposes. Thus, in addition to attracting new first-degree students to OU, the Writing and Rhetoric major will draw in new second-degree students who have learned in the course of their careers that expertise in writing and digital communication is crucial to their professions. Please also see the alumni, employer, and student survey results in section II.F., above.

I. Advice and Consent

The full-time faculty of the Rhetoric program have been involved with the creation of this proposal and have approved the Writing and Rhetoric major and minor as described in this proposal.

The faculty of the Department of Rhetoric, Communication and Journalism have reviewed the proposal and have approved the Writing and Rhetoric major and minor as described in this proposal.

III. SELF STUDY

A. Current Status of the Rhetoric Program and the Department of Rhetoric, Communication and Journalism

The Department of Rhetoric, Communication, and Journalism (RCJ) currently offers majors in Communication (BA, BA with linguistics concentration) and Journalism (BA) and minors in Communication, Journalism, Advertising, and Public Relations. In 2006 there were 11 full-time Communication faculty (8 tenured or tenure-track) and 3 full-time Journalism faculty (2 tenured or tenure-track).

The Rhetoric program has 13 full-time faculty members (7 tenured or tenure-track). These faculty teach first-year writing classes which lead to satisfying the graduation writing requirement (formerly known as “writing proficiency”; in the new general education program, “foundation knowledge: writing”). In addition, the faculty offer a number of upper-division classes. For example, WRT 320: Peer Tutoring in Composition prepares undergraduate peer tutors who now serve as writing consultants in the new Writing Center which opened in January 2006; WRT 335: Writing for Human Services Professionals provides advanced writing for Human Resources majors in the School of Education and Human Services; and WRT 414: Teaching Writing introduces students (typically from programs such as English and from the School of Education and Human Services) to theories

and practices for teaching college composition. The full list of upper-division WRT courses appears in IV.E. Several 300- and 400-level Rhetoric courses also are now approved as fulfilling writing intensive, knowledge applications, and U.S. diversity requirements in general education (see IV.E.). The Writing and Rhetoric major is founded on these existing advanced WRT courses, which employ faculty expertise in such areas as the history and theory of rhetoric and composition, composition pedagogy, business communication, digital and visual literacy, genre theory, cultural studies, and communication ethics.

B. Goals of the Rhetoric Program and the Department of Rhetoric, Communication and Journalism

The goals of the Department of Rhetoric, Communication and Journalism emphasize teaching excellence and quality undergraduate education in various communication disciplines. Thus the Communication and Journalism programs affirm the Writing and Rhetoric major as a departmental goal. The proposed major, focusing on written, visual, and digital literacies, expands the department's ability to offer high quality undergraduate degree programs which are grounded in the principles of active, concerned citizenship.

C. Faculty/Staffing Needs

With our new hire in technical communication, we are prepared to staff all of our courses in the major. We already offer a number of upper level courses as general education writing intensive courses. The current Rhetoric faculty is sufficient in number and expertise to meet the needs outlined in this proposal. However, as more majors complete their core courses and begin taking electives, and the program grows and we begin to offer multiple sections of upper level courses, we will need to hire additional instructors with expertise in technical/professional writing, new media, and rhetoric history and theory to maintain a high quality level of instruction, both in the major and in first year composition. Hiring of new faculty is dependent on the growth of the program and generated funds from tuition. For every 25 new majors, we anticipate being able to hire 1 new faculty member. The department is also expected to grow nominally in faculty over the next few years to offset retiring faculty, faculty drawn to administrative duties, and an increase in students enrolled in first year writing.

D. Faculty Qualifications

Tenured and tenure-track Rhetoric faculty have PhDs in the fields of rhetoric and composition and English studies. Faculty's scholarly activities include books (among them innovative textbooks, which in the discipline represent a primary means of communicating the results of extensive research), publications in peer-reviewed print and online journals in the field, and presentations at national, regional, and local conferences. Service activities on the national level include organizing sessions at professional meetings, serving as peer reviewers for journals and for the publishers of books in the field, and serving as consultants for organizations such as The Educational Testing Service and The College Board.

As detailed in the attached CVs (Appendix A), Wallis May Andersen focuses on technology applications for composition; Greg Giberson's interests and specialties include composition pedagogy, writing program administration, teacher preparation, contemporary rhetorical theory, and civic rhetoric; Barbara Hamilton specializes in composition pedagogy, peer tutoring, the history of

rhetoric, and legal rhetoric; Alice Horning publishes on revision, literacy development and the psycholinguistics of reading and writing; Marshall Kitchens researches computer technology and difference, representations of difference in media, critical technological literacy, and computers and composition theory; Lori Ostergaard's research interests include rhetorical theory, writing program administration, composition history, computers and composition, and New Media studies; Margaret Pigott has published on medieval literature, rhetoric, and communication; Ronald Sudol, who directs the Meadow Brook Writing Project, a federally funded university-school partnership dedicated to the improvement of the teaching of writing and literacy, has published extensively on literacy, language arts curriculum and assessment.

E. Library Report

The report from librarian Mildred Merz documents that OU's library holdings in writing and composition studies are sufficient, with modest annual additions, to serve an undergraduate major, particularly given the library's e-access to professional journals in the profession. (See Appendix D.)

F. Facilities

Currently the Rhetoric program has one dedicated computer lab, 400 Wilson Hall. Several first-year and upper-level writing courses are currently taught in the lab and benefit greatly from access to it. Given the importance of technology to the proposed major, continued access to a dedicated facility like WH 400 is crucial.

Upper-division Rhetoric classes not requiring the use of a computer lab, will often require the use of technology rich classrooms (Level III), which are plentiful on campus. No additional dedicated space is needed for the proposed program.

G. Equipment and Support Needs

The program's initial equipment budget includes start-up costs to purchase computer hardware and specialized software licenses, as well as a laptop and projector to facilitate student and faculty presentations. Regular upgrades to the computers in 400 are funded from university computer fees. (NB: the last upgrade of equipment in 400 WH was done in 2003-04; we will request an upgrade in 2008-09.)

H. Impact on the Rhetoric Program

The proposed major will have a positive impact on WRT 150 and WRT 160. Currently, 25-30 sections (approximately 20%) of 150 and 160 are staffed by tenured/tenure track faculty or special instructors each semester, with the remaining 80 plus sections staffed by special lecturers. As we develop the major and minor, many of the full-time faculty will be shifted into WRT 160 in order to provide a more consistent experience for students in the core course, and a few will be diverted to upper-level courses. As we implement a strong first year experience component into WRT 160 rooted in civic engagement, 21st century technologies, and inquiry-based research, we will create professional development opportunities for special instructors in both 150 and 160 to provide a coherent and engaging first year experience for all students in first year writing. In developing a major and minor and including WRT 160 in the core, we will also develop an innovative and engaging curriculum that will strengthen student writing across the curriculum as students prepare to adapt to the writing demands their various disciplines.

IV. PROGRAM PLAN

Satisfactory completion of the general education Foundations Knowledge—Writing requirement is prerequisite for any WRT course numbered 200-499.

A. Requirements for a Liberal Arts Major in Writing and Rhetoric, B.A. degree program

The major in writing and rhetoric requires a minimum of 40 credits. A maximum of 8 credits may come from areas other than the writing and rhetoric rubric with the permission of the department chair.

Students who earned college credit for the AP writing course and those who have received credit for the equivalent of WRT 160 at other institutions are not required to take WRT 160. Students who have been exempted from WRT 160 for submitting a portfolio as described under the *General Education Program* in the *Undergraduate Degree Requirements* section of the *Undergraduate Catalog* do not need to take WRT 160 and can instead choose an additional elective course to complete their 40 credits of course work.

Only courses completed with a grade of 2.0 or higher will be counted for the major. Students must complete the following:

1. Core (12 credits):

- WRT 160 Composition II (*or equivalent*)
- WRT 340 Issues in Writing and Rhetoric (*new course*)
- WRT 394 Literacy, Technology, and Civic Engagement (*new course*)

2. Students will choose one of the following tracks for their major course work and complete both the required course and three of the electives from that track. One of the elective courses may be chosen from another track with the permission of the WRT department chair:

a. Writing for the professions (16 credits):

- WRT 331 Introduction to Professional Writing (*required; new course*)
- WRT 305 Advanced Writing: Various Themes (*new course*)
- WRT 332 Rhetoric of Web Design (*under development*)
- WRT 335 Writing for Human Services Professionals
- WRT 341 Rhetoric of Professional Discourse
- WRT 350 Service Learning Writing
- WRT 380 Persuasive Writing
- WRT 382 Business Writing
- WRT 381 Scientific and Technical Writing
- WRT 460 Writing across the University: Language and Disciplinary Culture

b. Writing for new media (16 credits):

- WRT 330 Digital Culture: Identity and Community (*required*)
- WRT 305 Advanced Writing: Various Themes (*new course*)

WRT 231 Composing Audio Essays (*new course*)
 WRT 233 Digital Storytelling (*new course*)
 WRT 320 Peer Tutoring in Composition
 WRT 332 Rhetoric of Web Design (*under development*)
 WRT 364 Writing about Culture: Ethnography
 WRT 381 Scientific and Technical Writing

c. **Writing as a Discipline** (*16 credits*)

WRT 320 Peer Tutoring in Composition (*required*)
 WRT 305 Advanced Writing: Various Themes (*new course*)
 WRT 341 Rhetoric of Professional Discourse
 WRT 342 Contemporary Rhetorical Studies
 WRT 350 Service Learning Writing
 WRT 364 Writing about Culture: Ethnography
 WRT 365 Women Writing Autobiography
 WRT 380 Persuasive Writing
 WRT 414 Teaching Writing
 WRT 460 Writing across the University: Language and Disciplinary Culture

3. 8 credits (2 courses) chosen from additional WRT courses numbered 200 or above. Students may substitute appropriate courses from other departments with permission of the WRT department chair.

4. Capstone course (*4 credits*): WRT 491 Internship or WRT 492 Senior Thesis

The Internship

The internship may be taken after the student has completed the core courses. The internship should bring together the student's knowledge and skill in his or her specific track of the major/minor (writing for the professions, writing for new media, or writing as a discipline). The capstone consists of either an internship (WRT 491) or senior thesis (WRT 492) that connects theory to practice. Students will produce a reflective research project on either their internship experience or their senior thesis research and present that reflection in a public forum such as an open assembly, Festival of Writing, or Meeting of the Minds. A list of possible campus resources for the different tracks is included, and a list of internships approved by Communication and Journalism is also available at <http://www2.oakland.edu/jrn/files/InternshipOrganizationsUpdatedSept07.pdf>.

Possibilities for internships include the following:

- ***Writing for the Professions:*** University departments (TA in writing intensive courses), OU Writing Center (peer tutor in WAC), local business/industry/non-profit (tech writing/PR intern).
- ***Writing for New Media:*** Meadow Brook Writing Project (Tech Liaison assistant), Communication and Marketing (graphic design and e-marketing assistant), university departments (web development), eLIS (eLearning assistant), Student Technology Center (peer tutor in technology).

- **Writing as a Discipline:** OU Writing Center (peer tutor), Meadow Brook Writing Project (Summer Institute program assistant), TA in First Year Composition.

The internship should demonstrate grounding in the discipline and application of disciplinary theory. In addition to evaluation by the internship supervisor for the course grade, the student will produce a reflective research project on the experience to be presented in an annual public research forum (e.g., Meeting of the Minds or a special program colloquium) and evaluated by a committee of the tenured/tenure-track faculty using the evaluation criteria in the assessment plan (see IV.G.).

The Senior Thesis

As an alternative to the internship, a student may elect to complete a senior thesis project under the supervision of a Rhetoric faculty member (exceptions can be made for a mentor outside of the department) within whose professional discipline the subject of the project lies. The thesis project should bring together the student's knowledge and skill in his or her specific track of the major/minor (writing for the professions, writing for new media, or writing as a discipline). The senior thesis, like the internship, should demonstrate grounding in the discipline and application of disciplinary theory. In addition to evaluation by the thesis supervisor for the course grade, the student will present the results of the project in an annual public research forum (e.g., Meeting of the Minds or a special program colloquium) to be evaluated by a committee of the tenured/tenure-track faculty using the evaluation criteria in the assessment plan (see IV.G.).

B. Requirements for a Liberal Arts Minor in Writing and Rhetoric

To earn a minor in writing and rhetoric, students must complete a minimum of 20 credits. Students who earned college credit for the AP writing course and those who have received credit for the equivalent of WRT 160 at other institutions are not required to take WRT 160. Students who have been exempted from WRT 160 for submitting a portfolio as described under the *General Education Program* in the *Undergraduate Degree Requirements* section of the *Undergraduate Catalog* do not need to take WRT 160 and can instead choose an additional elective course to complete their 20 credits of course work.

1. Core courses (8 credits):
 - a. WRT 160: Composition II (*or its equivalent*).
 - b. One course from the following: WRT 340 (Issues in Writing and Rhetoric), WRT 394 (Literacy, Technology, and Civic Engagement), WRT 331 (Introduction to Professional Writing)
2. 12 credits from additional WRT courses at the 200 level or above.

C. Departmental Honors in Writing and Rhetoric

Graduating seniors may apply for departmental honors. To be considered, students must have completed 24 credits of Writing and Rhetoric program courses at Oakland University with a GPA of 3.60 or higher in the major.

D. Course Offerings in Writing and Rhetoric

A brief course description for WRT 332 (Rhetoric of Web Design) is included in the appendices (Appendix L). A Course Action Form (CAF) for WRT 332 will be submitted during Winter 2008.

All other courses have either been created or updated in the last 7 years to be current. Several have been approved for the renewed General Education program as well.

Catalog course descriptions

WRT 160 Composition II (4)

Emphasizes the process of writing in increasingly complex rhetorical situations with focus on developing analytic thinking and problem-solving strategies in writing. Students learn methods of academic research including evaluation and documentation of sources and are expected to create at least one research paper. *Satisfies the university general education requirement in the writing knowledge foundation area. A grade of 2.0 or higher must be achieved to satisfy the university general education requirement in the writing knowledge foundation area.*

Prerequisite: WRT 150 with a grade of 2.0 or higher or placement.

WRT 231: Composing Audio Essays (approved by COI)

Explores the rhetorical, ethical, stylistic, and technical principles of creating personal, observational, and ethnographic essays and oral histories for digital audio distribution. Prerequisite: Completion of the university writing foundation requirement.

WRT 233: Digital Storytelling (approved by COI)

Explores the rhetorical, ethical, stylistic, and technical principles of creating personal, observational, and ethnographic narratives through visual and digital productions—slide shows, videos, graphic-intensive websites, posters, flip books, and comics. Prerequisite: Completion of the university writing foundation requirement.

WRT 305: Advanced Writing: *Various Themes* (approved by COI)

Students will read and write about and within increasingly complex rhetorical situations within chosen themes. Themes provide the opportunity to explore new and emerging genres and contexts for writing, while students gain insight and experience with the importance of writing for various parts of society. Prerequisite: Completion of the university writing foundation requirement.

WRT 320 Peer Tutoring in Composition (4)

Peer tutoring theories and pedagogies, and practical experience in teaching. Work divided between classroom and tutoring assignments. Particularly valuable for majors in the humanities, education, psychology, human services and related fields. *Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: completion of the university writing foundation requirement.

WRT 330 Digital Culture: Identity and Community (4)

Examination of the rhetoric and ethics of Internet technology and culture. Introduces theories of digital culture and its effects on both on-line and actual identities and communities, especially in relation to ethnicity, gender, class, physical ability and sexual orientation. Includes individual and collaborative analysis and construction of web projects. Identical with COM 330. *Satisfies the university general education requirement in U.S. diversity. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: completion of the university writing foundation requirement.

WRT 331 Introduction to Professional Writing (4) (approved by COI)

An introduction to the field of professional writing. Examines the theories, practices, technologies, and ethics of professional writing in the workplace.

Prerequisite: completion of the university writing foundation requirement.

WRT 332: Rhetoric of Web Design (in development)

An introduction to the rhetorical, ethical, stylistic, and technical principles of web design and information architecture. Emphasis on rhetorical approaches to website navigation, readability, visual design, and ADA compliance.

Prerequisite: completion of the university writing foundation requirement.

WRT 335: Writing for Human Resource Professionals (4)

Development of analytic reading and writing skills for human resource development professionals. Emphasis on using rhetorical analysis to write in a variety of forms which may include letters, memos, electronic communications, problem statements, proposals, and research projects.

Prerequisite: completion of the university writing foundation requirement.

WRT 340 Issues in Writing and Rhetoric Studies (4) (approved by COI)

An introduction to important past and current issues in the field of Writing and Rhetoric. Designed as an introduction to the discipline, the course will provide a theoretical and historical foundation for understanding current issues and challenges for the discipline.

Prerequisite: completion of the university writing foundation requirement.

WRT 341 Rhetoric of Professional Discourse (4)

Examination of the rhetoric of argumentation in professional and workplace settings. Introduces relevant theories of cultural and discourse analysis. includes extended research project focused on writing in a professional or workplace setting. *Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: completion of the university writing foundation requirement.

WRT 342 Contemporary Rhetorical Studies (4)

An examination of major European and American twentieth century rhetoricians. Considers the classical roots of modern rhetoric and the modern influences of disciplines such as philosophy, literary criticism, and cultural anthropology. Involves reading response journals, shorter papers, and final project. *Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: completion of the university writing foundation requirement.

WRT 350 Service Learning Writing (4)

Writing in a variety of genres and applying academic research skills to community issues and problems. Community service work required through local agencies or student-initiated organizational contact. *Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: **completion of the university writing foundation requirement.**

WRT 364 Writing About Culture: Ethnography (4)

Development of analytic and collaborative writing skills in the context of ethnographic study. Emphasis on written analysis in a variety of forms including case study analysis and ethnomethodological investigation. Appropriate advanced writing experience for majors in communication, psychology, anthropology, sociology and political science. *Satisfies the university general education requirement in U.S. Diversity. Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: completion of the university writing foundation requirement.

WRT 365 Women Writing Autobiography (4)

Students use autobiography as a feminist methodology to explore topics of personal and community significance, and practice writing strategies relevant to addressing issues of audience, purpose, agency and research. Autobiographical texts by diverse women writers serve as models for students' own writing. Includes weekly assignments and an extended final project. Identical with WS 365.

Prerequisite: completion of the university writing foundation requirement.

WRT 370 Special Topics (2 or 4)

Special topics in composition and rhetoric. May be repeated under different subtitles.

Prerequisite: completion of the university writing foundation requirement.

WRT 380 Persuasive Writing (4)

Advanced writing designed to help students develop argumentative and stylistic skill in a variety of rhetorical contexts with application in business, communication, industry and government. *Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.* Prerequisite for knowledge applications integration and writing intensive: completion of the university writing foundation requirement.

WRT 381 Scientific and Technical Writing (4)

Writing to diverse audiences about scientific and technological subjects in formats such as articles, essays and reports.

Prerequisite: completion of the university writing foundation requirement.

WRT 382 Business Writing (4)

Instruction, practice and technique in writing business communications (resumes, letters, memoranda and reports).

Prerequisite: completion of the university writing foundation requirement.

WRT 386 Workshop in Creative Non-Fiction (4)

Creative writing workshop, with emphasis on stories of real life, balancing artistry and accuracy. May include the personal essay, autobiography or travel literature.

Prerequisite: completion of the university writing foundation requirement.

WRT 394 Literacy, Technology, and Civic Engagement (4) (approved by COI)

Exploration and application of technology in the discipline of Writing and Rhetoric. Examines the uneven shifts from oral to print to digital literacy and how those shifts affect the production of knowledge, social relationships, and opportunities for civic engagement.

Prerequisite: completion of the university writing foundation requirement.

WRT 414 Teaching Writing (4)

Examination of and practice in instructional techniques and research in writing pedagogy, and such related issues as assessment and classroom workshops.

Prerequisite: Junior standing and WRT 320, or permission of instructor.

WRT 460 Writing Across the University: Language and Disciplinary Culture (4)

Interdisciplinary examination of diverse strategies for writing and research in the humanities, social sciences and natural sciences. Introduces theories of language as social cultural and action. Students build upon prior knowledge and increase their effectiveness as writers and researchers. Includes individual, collaborative, and field-based research projects. *Satisfies the university general education requirement in the knowledge applications integration area. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.*

Prerequisite: Junior standing and completion of the university writing foundation requirement.

WRT 490 Independent Study (2 or 4)

Special research projects in writing and/or teaching writing. Approved course of study and an authorization form, signed by a faculty member willing to supervise the study, must be submitted to the department the term prior to the term the independent study is taken.

Prerequisite: One 300-level Rhetoric course and permission of instructor.

WRT 491 Internship (4)

Experience working with writing professionals in business, industry or educational or non-profit organizations. May be repeated once in a different setting.

Prerequisite: WRT 320, WRT 431, WRT 331; and permission of instructor.

WRT 492 Senior Thesis (4)

Experience researching and composing a text that examines the theories, practices, or issues related to one of the three tracks in the major.

Prerequisite: WRT 320, WRT 431, WRT 331; and permission of instructor.

WRT 497 Apprentice College Teaching (2 or 4)

Assisting in teaching an undergraduate course in rhetoric. Includes discussions with the supervising faculty member on the principles, methods and problems of such teaching. May be taken for a total of 4 credits.

Prerequisite: Senior standing. WRT 414 and two additional 300-400 level WRT courses. WRT 414 may be taken concurrently.

Sample Four-Year Curriculum for Writing and Rhetoric Majors (Writing for the Professions Track)

<i>Year</i>	<i>Fall</i>	<i>Winter</i>
Yr. 1	WRT 160 Composition II (core) Two Gen Ed. One General Elective	Major course, such as WRT 340 Issues in Writing and Rhetoric (core) Two Gen Ed One General Elective

Yr. 2	Major course, such as WRT 394 Literacy, Technology, and Civic Engagement (core) Two Gen Ed One CAS Distribution	Major course, such as WRT 331 Intro to Professional Writing (required track) Two Gen Ed One CAS Distribution
Yr. 3	Two major courses, such as WRT 382 Business Writing (track) WRT 335 Writing for Human Services (track) One Gen Ed One CAS Distribution	One major course, such as WRT 380 Persuasive Writing (track) One CAS Distribution Two General Electives
Yr. 4	Two major electives, such as WRT 381 Science Writing WRT 320 Peer Tutoring in Composition Two General Electives	WRT 491: Internship or WRT 492 Senior Thesis (required) Two General Electives

Sample Four-Year Curriculum for Writing and Rhetoric Majors (Writing as a Discipline Track)

<i>Year</i>	<i>Fall</i>	<i>Winter</i>
Yr. 1	WRT 160 Composition II (core) Two Gen Ed One General Elective	One major course, such as WRT 340 Issues in Writing and Rhetoric (core) Two Gen Ed One General Elective
Yr. 2	One major course, such as WRT 394 Literacy, Technology, and Civic Engagement (core) Two Gen Ed One CAS Distribution	One major course, such as WRT 320 Peer Tutoring in Composition (required) Two Gen Ed One CAS Distribution
Yr. 3	Two major courses, such as WRT 365 Women Writing Autobiography (track) WRT 460 Writing across the University (track) One Gen Ed One CAS Distribution	One major course, such as WRT 380 Persuasive Writing (track) Two General Electives
Yr. 4	One major elective, such as WRT 414 Teaching Writing One CAS Distribution Two General Electives	WRT 491: Internship or WRT 492 Senior Thesis (required) Two General Electives

Sample Four-Year Curriculum for Writing and Rhetoric Majors (Writing for New Media)

<i>Year</i>	<i>Fall</i>	<i>Winter</i>
Yr. 1	WRT 160 Composition II (core) Two Gen Ed One General Elective	One major course, such as WRT 340 Issues in Writing and Rhetoric (core) Two Gen Ed One General Elective
Yr. 2	One major course, such as WRT 394 Literacy, Technology, and Civic Engagement (core) Two Gen Ed One CAS Distribution	One major course, such as WRT 330 Digital Culture (required, track) Two Gen Ed One CAS Distribution
Yr. 3	Two major courses, such as WRT 364 Writing about Culture (track) WRT 231 Composing Audio Essays (track) One Gen Ed One CAS Distribution	One major course, such as WRT 332 Rhetoric of Web Design (track) One CAS Distribution Two General Electives
Yr. 4	Two major electives, such as WRT 233 Digital Storytelling (track) WRT 381 Scientific and Technical Writing (track) Two General Electives	WRT 491: Internship or WRT 492 Senior Thesis (required) Two General Electives

Full CAS Graduation Requirements for Majors

Academic Areas	Credits
General Education	36*
CAS Distribution	16
General Electives	32
In the Major:	
Core Courses	16
Electives W/in the major	20
Capstone	4
Total Credits for Graduation	124

*WRT 160 counts for general education and the major.

G. Recruiting, Retention, Monitoring and Advising Students

Majors and minors will be recruited through publicizing the degree in a number of ways: via outreach to area high schools and Rhetoric Program open houses featuring senior faculty discussing the aims and usefulness of the major; via the departmental web site and undergraduate advising; and by disseminating information in first-year writing courses and the undergraduate catalog. In addition, an advisory board composed of OU alumni and business and civic leaders, identified partially through the surveys which the Rhetoric Program conducted in January 2005 (see Appendix E), will serve as a vehicle for publicizing the new degree programs.

Since in southeastern Michigan only Wayne State University offers a composition concentration (but only through the English major) and only Eastern Michigan University has a writing major (but only in a hybrid “professional” writing design), our stand-alone Writing and Rhetoric major will have particular cachet and might be used by the university in its promotional materials. Thus the proposed program, featuring a wide range of courses which integrate theoretical discussion and practical application, will appeal to students intending to enter the workplace, go on for graduate or professional training, and/or increase their understanding of written communication in the public sphere.

Advising will be done by the director of the major and minor program (a tenured faculty member). Retention also will be facilitated by the small size of classes (22 students at most, due to the intensive nature of teaching writing and providing appropriate feedback), which will allow substantial one-on-one mentoring of majors and minors and sustained faculty-student interactions in all courses. As enrollments grow, we will expand our formal monitoring/mentoring program to include additional faculty advisers and explore the possibility of peer mentors (drawn, for example, from the undergraduate major student club).

H. Program Evaluation and Assessment

No formal or informal accreditation system exists for rhetoric/writing programs.

The goals and objectives for the Writing and Rhetoric program flow from the University mission as shown on the following assessment plan matrix. Assessment instruments include direct and indirect measures of student learning.

Students in the Writing and Rhetoric major initially will be assessed through several measures: evaluation of the capstone experience (internship or thesis) for every graduate, using the evaluation criteria below, and an exit interview with each graduate (indirect measure). (When the number of graduates exceeds 20, random sampling will be used.) For students taking the Internship Option, WRT 491, an evaluation questionnaire will be collected from the workplace supervisor (direct measure). Every 3 years an employer/graduate school survey (indirect measure) will be sent for all graduates whose location can be ascertained. For those taking the Senior Thesis Option, WRT 491 an evaluation questionnaire will be collected from the thesis supervisor.

Beginning with the first graduating class, the results of all assessments administered will be compiled biennially by the director of the major and shared with the Rhetoric faculty. The Rhetoric curriculum committee will analyze the results and recommend program changes, which as appropriate will be channeled through university governance (e.g., revision of instructional approach, addition of courses).

Goal Cited In OU Mission	Relevant Goal of Unit	Student Learning Outcomes	Methods of Assessment	Individual(s) Responsible for Assessment Activities	Procedures for Using Assessment Results to Improve Program
<p>“OU provides rigorous academic programs. . . . [U]ndergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship.”</p> <p>“It offers instructional programs of high quality that lead to degrees at the baccalaureate . . . level.”</p> <p>“OU assumes an obligation to advance knowledge through the research and scholarship of its faculty and students.”</p> <p>“OU serves its constituents through . . . public service . . . consistent with its instructional and research missions.””</p>	<p>To offer a major in Writing and Rhetoric which reflects current theory and practice in composition studies, so that it encourages students to</p> <ul style="list-style-type: none"> • reflect on forms and purposes of writing (print, digital, visual) • reflect on ways written communication is shaped to suit particular rhetorical contexts • approach writing from an ethical perspective • become engaged citizens 	<p>Graduates will demonstrate</p> <ul style="list-style-type: none"> • knowledge of theory and scholarship on genres and literacies • ability to shape writing based on audience and purpose • application of ethical principles in writing for diverse audiences • understanding of the uses of writing related to academic, community, national, and/or global environments 	<p>Capstone experience</p> <p>Internship supervisor evaluation</p> <p>Exit interview (for every graduate)</p> <p>Employer/graduate school survey</p>	<p>Program director will organize data collection.</p> <p>Faculty supervising internship will collect student projects.</p> <p>Rhetoric Curriculum Committee will compile data, analyze results, and recommend curriculum or other changes as appropriate</p> <p>Rhetoric faculty will review assessment results and recommendations for change; after discussion and modification as appropriate, changes will be implemented by the program faculty.</p>	<p>Data collection will begin with the first graduates (internship projects and exit interviews)</p> <p>Two years after the data collection begins, results will be compiled, analyzed, and presented to the Rhetoric faculty at one of the monthly program meetings. Appropriate curriculum changes will be proposed and implemented.</p> <p>The survey will be done three years after the first students graduate and triennially thereafter. In the survey year, results will be used to propose program change as above.</p>

Internship/Thesis project rubric

facet analyzed	scale of 0-4; 4 is superior, 0 is unsatisfactory
1. Project exemplifies rhetorical awareness	0 1 2 3 4
2. Project demonstrates knowledge of disciplinary theory	0 1 2 3 4
3. Project demonstrates knowledge of disciplinary history	0 1 2 3 4
4. Project integrates multimedia	0 1 2 3 4
5. Project is ethically grounded	0 1 2 3 4

Exit questionnaire (seniors in final semester)

Question	scale of 0-4; 4 is superior, 0 is unsatisfactory
1. What are your plans after graduation (short- and long-term)?	
2. What coursework in the major (Writing and Rhetoric) has been especially helpful in preparing you for your future career (includes graduate school) or for achieving your personal goals?	
3. What program emphases (such as ethics, cultural theory, multimedia) do you believe will be most useful in achieving your future career goals (includes graduate school) or personal goals?	
4. Rate your overall satisfaction with the variety of courses in the major.	0 1 2 3 4
5. Rate your overall satisfaction with the instruction/faculty in the major.	0 1 2 3 4
6. Rate your overall satisfaction with the advising in the major.	0 1 2 3 4
7. Describe the course/activity/project you found most effective and analyze why it stands out for you.	
8. Please share any additional insights about the Writing and Rhetoric major that might help the faculty refine and improve the program.	

Internship supervisor questionnaire

Question	scale of 0-4; 4 is superior, 0 is unsatisfactory
1. How long did ____ work for you and in what capacity?	
2. What kinds of writing responsibilities did ____ have while interning?	
3. Rate documents your intern has produced for effectiveness in design, content, and form (style, diction, conventions) relative to intended audience and purpose.	0 1 2 3 4 N/A
4. How well was your intern able to combine research	0 1 2 3 4 N/A

and writing tasks?	
5. How well was your intern able to respond to or evaluate the writing and/or communication skills of their colleagues or co-workers in ways that would help to improve the quality of that writing?	0 1 2 3 4 N/A
6. How well was your intern able to collaborate effectively in writing or work effectively in teams with diverse membership?	0 1 2 3 4 N/A
7. How well did your intern demonstrate an understanding of the ethical dimensions of writing or communicating?	0 1 2 3 4 N/A
8. Please share any additional insights about the Writing and Rhetoric major that might help the faculty refine and improve the program.	

Employer/graduate school survey

Question	scale of 0-4; 4 is superior, 0 is unsatisfactory
1. How long has ___ worked for you/been a graduate student at your university?	
2. What is ___'s position/rank/status at your organization? (doctoral student, junior editor, etc.)	
3. What kinds of writing responsibilities does ___ have?	
4. Rate documents he/she has produced for effectiveness in design, content, and form (style, diction, conventions) relative to intended audience and purpose.	0 1 2 3 4 N/A
5. How well has she/he been able to combine research and writing tasks?	0 1 2 3 4 N/A
6. How well has he/she been able to respond to or evaluate the writing and/or communication skills of their colleagues or co-workers in ways that would help to improve the quality of that writing?	0 1 2 3 4 N/A
7. How well has she/he been able to collaborate effectively in writing or work effectively in teams with diverse membership?	0 1 2 3 4 N/A
8. How well has he/she demonstrated an understanding of the ethical dimensions of writing or communicating?	0 1 2 3 4 N/A
9. Please share any additional insights about the Writing and Rhetoric major that might help the faculty refine and improve the program.	

V. COST ANALYSIS

The following spreadsheet details the anticipated revenues and expenses for the first five years of the Writing and Rhetoric major program. Constant dollars from 2006 are used for tuition (rate provided by CAS), faculty salaries (\$45,000 per CAS F2006), and fringe benefits (8.9% for part-time faculty, 41.17% for full-time faculty, 53.47% for part-time clerical). We anticipate requesting additional faculty hires in the future, especially in the areas of digital literacy, writing across the curriculum, and multiple literacies.

Clerical support is essential to the program for establishing advisee and program files/systems and providing faculty support for copying, ITC services, and communication (especially memos/letters/ Banner work). A .50 CT will be identified to provide support. Should the number of majors be greater than budgeted, we will ask to have the CT support increased.

Supplies and services are budgeted \$2,000 to allow for printing of brochures and fliers, conducting open houses and other outreach/recruiting activities, and designing and printing of internship and advising forms. As the program grows additional monies for S and S will be required to support copying for classes, new student recruitment and receptions, speaker visits, etc.

A. SBRC Budget Format

	Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Revenue Variables:						
Headcount (total)		10	17	20	25	25
Headcount (incremental)		5	12	20	25	25
4-Credit Equivalent Sections						
Total Credit Hours		160	384	640	800	800
Undergraduate (lower)		48	115.2	192	240	240
Undergraduate (upper)		112	268.8	448	560	560
Graduate						
Total FYES		5.33	12.80	21.33	26.67	26.67
Undergraduate (cr.÷30)		5.33	12.80	21.33	26.67	26.67
Graduate (cr.÷24)		0.00	0.00	0.00	0.00	0.00
Doctoral (cr.÷16)		0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour						
Undergraduate (lower)		\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50
Undergraduate (upper)		\$ 276.00	\$ 276.00	\$ 276.00	\$ 276.00	\$ 276.00
Graduate		\$ 472.50	\$ 472.50	\$ 472.50	\$ 472.50	\$ 472.50
Revenue						
Tuition		\$ 43,032	\$ 103,277	\$ 172,128	\$ 215,160	\$ 215,160
Other		\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue		\$ 43,032	\$ 103,277	\$ 172,128	\$ 215,160	\$ 215,160
Compensation						
Salaries/Wages						
Faculty Inload Replacements (\$4,000/section)	6301					
Faculty Salaries	6101			\$ 48,000	\$ 96,000	\$ 96,000
Faculty Overload (Freshman Writing)	6301	\$ 10,256	\$ 10,256	\$ 10,256	\$ 10,256	\$ 10,256
Faculty Overload (Writing across the Curr.)	6301	\$ 8,751	\$ 8,751	\$ 8,751	\$ 8,751	\$ 8,751
Part-time Faculty	6301	\$ 4,244	\$ 4,244			
Part-time Faculty adm pay (Festival of Writing)	6301	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Visiting Faculty	6101					
Administrative	6201					
Administrative - IC	6221					
Clerical 50% time	6211		\$ 18,500	\$ 18,500	\$ 18,500	\$ 18,500
Wages	6401					
Student	6501	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Student prizes (Festival of	6501	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500

Writing)						
Graduate Assistant Stipends	6311					
Out of Classification	6401					
Overtime	6401					
Total Salaries/Wages		\$ 25,751	\$ 44,251	\$ 88,007	\$ 136,007	\$ 136,007
Fringe Benefits	6701	\$ 2,011	\$ 11,296	\$ 30,686	\$ 50,443	\$ 50,443
Total Compensation		\$ 27,762	\$ 55,547	\$ 118,693	\$ 186,450	\$ 186,450
Operating Expenses						
Supplies and Services	7101	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Facilities Rental (\$162.74/cr)	7101					
Graduate Assistant Tuition	7101					
Travel	7201		\$ 5,000	\$ 3,000	\$ 5,000	\$ 5,000
Telephone	7301	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Equipment	7501	\$ 10,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Library	7401	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Total Operating Expenses		\$ 14,200	\$ 11,200	\$ 9,200	\$ 11,200	\$ 11,200
Total Expenses		\$ 41,962	\$ 66,747	\$ 127,893	\$ 197,650	\$ 197,650
Net		\$ 1,070	\$ 36,529	\$ 44,235	\$ 17,510	\$ 17,510

Fringe Benefit Table					
<u>Rate</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	0.00	0.00	0.00	0.00	0.00
0.4116	0.00	0.00	19,756.80	39,513.60	39,513.60
0.0865	887.14	887.14	887.14	887.14	887.14
0.0865	756.96	756.96	756.96	756.96	756.96
0.0865	367.11	367.11	0.00	0.00	0.00
0.4116	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
0.5019	0.00	9,285.15	9,285.15	9,285.15	9,285.15
0.0865	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
Total	2,011.21	11,296.36	30,686.06	50,442.86	50,442.86

B. New Faculty/Staff Positions

One part-time faculty position (4 credits/year) is requested for the first and second years of the program. Hiring of new faculty is dependent on the growth of the program and generated funds from tuition. We anticipate being able to hire one new faculty member in year 3 of the major and one new faculty member in year 4. The department is also expected to grow nominally in faculty over the next few years to offset retiring faculty, faculty drawn to administrative duties, and an increase in students enrolled in first year writing.

C. Space Requirements

No additional dedicated space is needed to implement the Writing and Rhetoric major (see III.F.).

D. Equipment Requirements

The program's initial equipment budget includes start-up costs to purchase computer hardware and specialized software licenses, as well as a laptop and projector to facilitate student and faculty presentations. Regular upgrades to the computers in 400 are funded from university computer fees. (NB: the last upgrade of equipment in 400 WH was done in 2003-04; we will request an upgrade in 2008-09.)

E. Estimated Budget for Writing and Rhetoric Major

See V.A., SBRC Budget Format.

VI. IMPLEMENTATION: FIVE-YEAR PLAN

A. Phasing in the Program

The Writing and Rhetoric major will begin immediately upon approval of this proposal. Currently, many of the core and elective courses are already being offered; as student demand increases, the courses will be offered as frequently as necessary. Additional courses will be created, as well, to include courses in classical rhetoric, history of the discipline, technical communication, electronic document design, the rhetoric of web design, digital media studies, composition theory, and grant writing for non-profits, and additional courses that address the increasing need for students to specialize in print, digital, and visual literacies.

B. Annual Increase in Library Holdings

Mildred H. Merz, Coordinator for Collection Development at Kresge Library, "conclude[s] that the library already has much relevant material to support the proposed major, but . . . is lacking several important journals in the discipline as well as handbook/guidebooks that might be useful for undergraduates in the program." For her complete analysis and report, see Appendix D.

Library acquisition costs (included on SBRC budget spreadsheet—see V.A.)

Year 1: \$2,000; year 2: \$2,000; year 3: \$2,000; year 4: \$2,000; year 5: \$2,000.

C. Equipment and Space

The program's initial equipment budget includes start-up costs to purchase computer hardware and specialized software licenses, as well as a laptop and projector to facilitate student and faculty presentations. Regular upgrades to the computers in 400 are funded from university computer fees. (NB: the last upgrade of equipment in 400 WH was done in 2003-04; we will request an upgrade in 2008-09.)

No additional space is needed to implement the Writing and Rhetoric major (see III.F.).

D. Implementation of New Internal Procedures

Recommendations for new courses, additional faculty, budgetary revisions and the day-to-day operations of the Writing and Rhetoric major will be made by full-time members of the Rhetoric faculty in consultation

with the Chair of the Department of Writing and Rhetoric. Depending on the growth and increasing complexities of the program, new faculty lines may be required.

The new advising system will begin immediately upon the approval of the major with the appointment of the degree program director/chief adviser. In the first two years of the program an advisory board will be formed; recruitment activities (such as open-houses and outreach to high schools) will be instituted; assessment activities will be implemented; the undergraduate major club will be formed; and a tenure-track search will be conducted. At the end of year 2, the supplies and services budget will be reviewed. During year 3 additional faculty advisers will be appointed and a peer mentoring program developed; internship/thesis coordination protocols will be established; an honors designation will be developed; assessment activities will continue and will be accompanied by program review and appropriate revision; and a speaker series (including alumni) will be developed. During years 4 and 5, assessment activities will continue and will be accompanied by program review and appropriate revision.

E. Predicted Enrollment Level Each Year

	<i>year 1</i>	<i>year 2</i>	<i>year 3</i>	<i>year 4</i>	<i>year 5</i>
<i>majors</i>	10	17	20	25	25
<i>minors</i>	5	12	20	25	25

NOTE: The predictions for majors are deliberately low. We expect significantly more majors, based on the survey results from alumni, employers, OU Rhetoric 160 students, and community college students. Since we are estimating, however, it seems wise to be conservative.

We have spoken with the leaders of a number of newer writing majors across the country who attest to the popularity of majors similar to ours (i.e., not based in literature and/or creative writing). Below is a table with data from 4 schools; we asked: what year did your major begin, how many majors did you have in the first year, and how many majors do you have now?

<i>institution</i>	<i>yr. major began</i>	<i># majors in year 1</i>	<i>current # majors</i>	<i>Undergraduate enrollment</i>
U of Texas, Austin	2006	67	67	37,037
Ithaca College	2002	35	170	6,260
Georgia Southern U	2004	25	150	12,648
Loyola College	2002	5-7	76	3,400

These anecdotal results suggest that there is a great deal of interest in programs such as the one being proposed here and that we could see substantial growth in the first few years of implementation.

F. Steady State of Operation of the Writing and Rhetoric Program

Steady state operation should be achieved after 5 years.

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VIII. APPENDICES

A. Curricula Vitae of Full-Time Rhetoric Faculty

B. New Writing and Rhetoric Course Sample Syllabi

C. Library Report

D. Surveys: Alumni, Employers, OU Students, Community College Students

E. Letters of Support: External, Internal

F. Conference on College Composition and Communication (CCCC) Position Statements

- Scholarship in Composition: Guidelines for Faculty, Deans and Department Chairs
- Principles and Standards for the Postsecondary Teaching of Writing

G. "Writing Majors at a Glance," "Writing Majors, Minors, Tracks, and Concentrations"

H. Benchmarking and Best Practices: Programs at 4 Schools

- Writing and Rhetoric Major, University of Rhode Island
- Major in Writing and Rhetoric, The University of Texas at Austin
- Major in Professional Writing, Michigan State University
- Professional Writing Major, Eastern Michigan University

I. E-mails Documenting Writing Major Numbers at Representative Institutions

- Dr. Linda Ferreira-Buckley, University of Texas at Austin
- Dr. Ron Tanner, Loyola College
- Sally Parr, Ithaca College
- Dr. Martha C. Pennington, Georgia Southern University

J. Other Publications on Writing in Higher Education and Degree Programs in Writing (on file in College of Arts & Science Dean's office, 217 Varner)

- Reports to Congress of The National Commission on Writing in America's Schools and Colleges:
- *The Neglected 'R': The Need for a Writing Revolution* (April 2003)
- *Writing: A Ticket to Work. . . or a Ticket Out, A Survey of Business Leaders* (Sept. 2004)
- *Writing: A Powerful Message from State Government* (July 2005)
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K. Employment Analysis for Technical Writers, Web Designers, and Instructional Coordinators

L. Course Description for WRT 332: Rhetoric of Web Design