

LONG SIGNATURE SHEET

RECEIVED



UNC CHARLOTTE

Proposal Number:

ENGL101511

APR 05 2012

College of Liberal Arts and Sciences

Proposal Title

Three New Courses for MA in English

Originating Department

English

TYPE OF PROPOSAL: UNDERGRADUATE

GRADUATE

UNDERGRADUATE & GRADUATE

(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/5/12	4/5/12	4/5/12	Approved	<u>DEPARTMENT CHAIR</u> Malin Pereira [print name here]
			Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [Signature] Print name: JASON FLORES
			Approved	<u>COLLEGE FACULTY CHAIR</u> Stephanie Miller Print name: Stephanie Miller
		5/2/12	Approved	<u>COLLEGE DEAN</u> [Signature] Print name here if signing on behalf of Dean: C. BROBY
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
8-16-12	9-4-12	7-22-13	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) Rob Roy McGreggor
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

Proposal for Three New Graduate Courses for the M.A. in English

II. Contents of Proposal

A. Proposal Summary and Catalog Copy

1. **Summary:** The English Department proposes three new graduate courses in English to develop the emphasis in rhetoric and composition in the M.A. in English.

2. **Proposed Catalog Copy**

ENGL 6181 Composition Theory and Pedagogy (3) An introduction to various theories that shape composition and its teaching. (On Demand)

ENGL 6182 Research Theory and Method in Rhetoric and Composition (3) An exploration of research in Rhetoric and Composition Studies, including various methods of conducting research and their implications for knowledge-making in the field. (On Demand)

ENGL 6183 Critical Pedagogy and the Teaching of Writing (3) A course that explores how ideologies and ideas of literacy shape practices in the teaching of writing. (On Demand)

B. JUSTIFICATION.

1. **The need addressed by the proposal and how the proposed action meets the need.**

In the current M.A. in English, students pursuing the emphasis in rhetoric and composition have only one course (rhetorical theory) that is focused explicitly in the field. The proposed courses have been taught as special topics classes or as independent studies as the program has been developing. Currently, there is considerable student interest in this emphasis and the faculty credentialed to teach these classes are now available to offer them, having returned to the department full time from other administrative duties.

2. **Prerequisites/corequisites for course(s) including class-standing.**

Admission to graduate study in English is the only prerequisite.

3. **How course numbering is consistent with the level of academic advancement of students for whom it is intended.**

These courses will be offered at the 6000 level as specialization courses for students in the rhetoric and composition emphasis in the M.A. in English. Doctoral students (Curriculum and Instruction, English Literacy) will be eligible to take these classes at the 8000 level.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

Student interest has grown considerably in rhetoric and composition on the graduate level. These three courses will offer students in the rhetoric and composition emphasis specialized coursework in this subdiscipline. The courses have been offered as special topics courses and/or independent studies while faculty with expertise in these areas were assigned administrative responsibilities in the University or Department. Faculty have now returned full-time to English and are available to regularly teach classes in this emphasis.

C. IMPACT.

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

These courses serve graduate students in the M.A. in English who are seeking the rhetoric and composition emphasis. Applications to the M.A. in English are increasing and student interest in this emphasis has also increased over the last five years. Graduate students in other emphases in the English M.A. may also elect these courses, since many of them are or will be teaching writing during their careers. When these courses have been offered as special topics they have had healthy enrollments.

2. What effect will this proposal have on existing courses and curricula?

We do not anticipate any adverse effect on existing courses or curricula. The courses have been offered as topics classes to meet student demand for these classes.

a. When and how often will added course(s) be taught?

Courses will be offered one demand.

b. How will the content and/or frequency of offering of other courses be affected?

There should not be an impact on the content or frequency of other course offerings. Faculty teaching these classes are returning from administrative assignments and are available now to teach classes.

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

ENGL 6181 Composition Theory and Pedagogy -- 15 students

ENGL 6182 Research in Composition -- 15 students

ENGL 6183 Critical Pedagogy and the Teaching of Writing – 15 students

d. How will enrollment in other courses be affected? How did you determine this? e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

We determined enrollments by previous offerings and independent studies. Critical pedagogy and the teaching of writing was offered twice as a special topics course with enrollments of 12 and 15. Research in Composition is being offered this semester to an enrollment of 13 students. Composition Theory has been offered as independent study to a small group of 7 and another small group of 3.

f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

No additional areas of the catalog are affected.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate “none”. For items which require “none” explain how this determination was made.

1. Personnel

a. Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty.

These courses can be managed by current faculty, three of whom have been released from teaching in the department because of administrative responsibilities in the Department and/or University.

b. List by name qualified faculty members interested in teaching the course(s).

English 6181

Lil Brannon
Cy Knoblauch
Ron Lunsford
Meg Morgan
Tony Scott
Aaron Toscano
Greg Wickliff

English 6182

Lil Brannon
Cy Knoblauch
Ron Lunsford
Meg Morgan
Tony Scott
Aaron Toscano
Greg Wickliff

English 6183

Lil Brannon
Cy Knoblauch
Tony Scott
Aaron Toscano
Greg Wickliff

2. Physical Facility

None

3. Equipment and Supplies

None

4. Computer Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.

No additional computing capacity is required.

4. Audio-Visual Specify requirements for audio and/or visual equipment and media production services from Media Services.

None

5. . Other Resources Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

None

6. Indicate source(s) of funding for new/additional resources required to support this proposal.

None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation

Indicate written consultation with the Library Reference Staff at the departmental level to insure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of ***Consultation on Library Holdings***).

2. Consultation with other departments or units

List departments/units consulted in writing and dates consulted.

No other departments were consulted.

Summarize results of consultation and attach correspondence.

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit Briefly summarize action on the proposal in the originating unit including information on voting and dissenting options.

2. Other Considering Units Briefly summarize action on the proposal by each considering unit including information on voting and dissenting options.

G. ATTACHMENTS

1. Attach relevant documentation of consultations with other units. For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

2. For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

3. For Graduate Courses attach a course syllabus. Please see ***Boiler Plate for Syllabi for New/Revised Graduate Courses.***

ENGL 6181

Composition Theory and Pedagogy

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Catalog Description

ENGL 6181 Composition Theory and Pedagogy (3) An introduction to various theories that shape composition and its teaching. (On Demand)

Pre-requisite

Admission to Graduate study in English

Course Objectives

1. Explore various theoretical orientations to the field (expressive, social, cognitive, formalist)
2. Examine pedagogies that proceed from differing perspectives

Required Texts and Materials

Harris, J. (1997). *A Teaching Subject*. Prentice Hall.

Zebroski, J. T. (1994) *Thinking Through Theory*. Heinemann (Boynton-Cook).

Miller, S. (1991) *Textual Carnivals*. Southern Illinois.

Halasek, K. (1999) *A Pedagogy of Possibility*. Southern Illinois.

The extension collection of essays on the first-year writing moodle.

Instructional Method

This class is a seminar/discussion. Students will be actively engaged in discussion of texts and in examining practices.

Requirements and Grading

1. **A Critical Review of the Literature. (25%)** This essay should give your reader a sense of the professional conversation about the topic of your inquiry and how your research project will engage the conversation. The review should cover all the major relevant material that pertains to your question of study. The purpose is not for you to read every word of the material, but to skim and study it enough in order to understand its relevance to your study and to know which pieces seem to be most useful to you. This essay will become part of your research proposal/project.
2. **Inquiry Project. (50%)**
 - a. (30%) Keep a teaching notebook/research log where you begin to formulate the questions you have about your teaching. This notebook should be brought to class each week. Out of your writings in your notebook/log, you will formulate and reformulate your question and keep track of your research/thinking.
 - b. (20%) Your study will need to be based on artifacts from the site of teaching/learning—materials that can be collected and reflected on outside that site.
 - c. (50%) An analytical study that describes the question studied, the site of teaching/learning, and tells the story of what happened and what it means. The story should be situated within and informed by the professional conversation.
3. **Class Participation (25%)** This class depends upon your active, critical engagement with the course readings and the projects assigned. All work is due the evening for which it is assigned because the substance of the class depends on your having your materials, best thinking, and willing exploratory awareness at each class session.

Course grade will be a combination of points from critical review of the literature, inquiry project, and class participation.

1. A Critical Review of the Literature (25%)
 2. Inquiry Project (50%)
 3. Class Participation (25%)
- Grading Scale 90-100=A; 80-89=B; 81-70=C, etc.

Policies

Academic Integrity:

Students are responsible to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity as outlined in the UNC-Charlotte Catalog (<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). This code prohibits cheating, fabrication or falsification, multiple submission (of academic work), plagiarism, abuse of academic materials, and complicity in academic dishonesty.

College of Education Diversity Commitment

The College of Education at UNC Charlotte is committed to social justice and respect for

all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals

who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Approved by the College of Education Faculty 1/11/05

Schedule of Readings

January 12	First Class Session—Orientation to the field
January 19	Berlin, Knoblauch, North (Theory/Practice Section of Moodle)
January 26	Harris—A Teaching Subject
February 2	Complete Theory/Practice Section of Moodle
February 9	Social Nature Section of Moodle
February 16	Halasek—A Pedagogy of Possibility
February 23	Digital and Multimodal Composing Section of Moodle
March 2	Critical Reviews of Literature Due/Discussion of Inquiries
March 9	No Class (Spring Break)
March 16	Zebroski—Thinking Through Theory
March 30	Classroom Dynamics—Moodle
April 6	World Englishes—Moodle
April 13	Assessment and Responding--Moodle
April 20	Miller Textual Carnivals
April 27	Presentation of Projects

ENGL 6182

Research Theory and Method in Rhetoric and Composition

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Catalog Description

ENGL 6182 Research Theory and Method in Rhetoric and Composition (3) An exploration of research in Rhetoric and Composition Studies, including various methods of conducting research and their implications for knowledge-making in the field. (On Demand)

Pre-requisite

Admission to Graduate study in English

Course Objectives

1. Foster an understanding of epistemology that will help students become more adept readers and doers of research in rhetoric and composition. The course starts from two primary assumptions: that research responds to the ongoing concerns, conversations and established means of inquiry and "knowing" in a field; and that any teacher is also potentially a researcher who deepens her or his own practice through informed investigation into pedagogy.
2. Explore diverse methods in the field, including qualitative, quantitative, theoretical and historical; the class will read a variety of different types of research and discuss how it was conducted and conveyed.
3. Explore the relationships between research approaches and theories of literacy and learning.
4. Evaluate research designs. Students will write critiques of research; keep their own research notebooks; and design their own projects that could lead to a thesis or dissertation.

Required Texts and Materials

Blakesee, Ann M. and Cathy Fleischer. *Becoming a Writing Researcher*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2007.

Kamberelis, George, and Greg Dimitriadis. *Qualitative Inquiry: Approaches to Language and Literacy Research*. New York, NY: Teachers College Press, 2005.

You will also need to make copies of articles to bring to class (or use a digital platform).

Instructional Method

This class is a seminar/discussion. You will be actively engaged in reading and critiquing research and in developing a research design for a study.

Grading

Course grade will be a combination of points from weekly responses to readings, class participation, and class project. Grades will be determined using a ten point scale:

Weekly Responses/ Theory of Research 150 pts

Class Participation 150 pts

Class Project 300 pts

Grading Scale: 540-600=A; 480-540=B; 420-480=C, etc.

Weekly Responses/ Reflection: Every week that we have readings in the class you will participate in an on-line forum discussion on the moodle site. These responses should not be considered reading tests. They should be approached as dialogue: you are expected to ask questions, write yourself toward making meaning of/with the texts, make associations, and respond to others. At the end of the semester, you will write a reflective essay that draws on your on-line posts to articulate your own theory of research.

Class Participation: Class participation points will not be easily earned in this class. I believe that a class should have a relaxed but focused atmosphere; however, this cannot be achieved unless everyone in class is committed to certain standards of behavior and engagement. Coming to class is important, but it is not enough. The participation grade will be based not only on your daily presence but also your level of focus and preparation.

Class Project: You will complete a large project in the class that will include a project proposal that identifies your topic of inquiry and outlines your plans. The project itself will identify the topic of inquiry and explain why it is important; review research on the selected topic; and propose the research, outlining the methodology and mode of analysis.

Course Policies

1. Failure to complete the class project will automatically result in your failing the class.
3. Any absence can affect you in a variety of ways: you will miss instruction, group work, discussion, etc. In more concrete terms though, you will automatically be dropped a full letter grade at your second absence and another at your third absence. If you miss four classes you will automatically fail the course. In compliance with the University's Religious Observance Policy, you are also eligible for two absences a year for religious observances. If you need to be absent from class for a religious observance, you must fill out paperwork and notify me before the census date at the beginning of the semester. If you are absent for any reason you are responsible for any missed work and any modifications to the syllabus and/or assignments.

4. I periodically make revisions to the syllabus. I will announce these revisions in the class and they will be reflected in the syllabus that is available through Moodle. You are responsible for any announcements I make in class.

5. I expect you to use laptops and other network-enabled devices responsibly. This means using them only for class-related functions. It also means being respectful of people when they are speaking. Please do not take phone calls or text during class. It is distracting and impolite.

Disabilities Statement: Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria should meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please inform me as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.

Plagiarism: All of the university policies concerning plagiarism apply. If you do plagiarize work, you will be reported to student affairs. Please see me whenever you have any questions.

Weekly Calendar

1. Welcome. Discussion of Class Philosophy, Assignments and Structure. Mapping Academic Research.

HW: Read Kamberelis and Dimitriadis: 1-89.

2. Discussion of Reading. Discussion of projects.

HW: Read Kamberelis and Dimitriadis: 90-158.

3. Discussion of Reading.

Project Proposals Due.

HW: Read the Following Articles:

Sondra Perl

Flower and Hayes

Wolfe

Seitz

Hull et al.

4. Discussion of Reading. Project Conference Appointments.

HW: Read the Following Articles:

Stewart

Crowley

Fitzgerald

Kates

Welch

5. Discussion of Reading.
HW: Read the Following Articles:
Farr
Trainor
Grabill
Mathieu and George
Lu
6. Discussion of Reading.
HW: Read the Following Articles:
Anderson
Charney
Kirsch and Ritchie
Fleckenstein et al.
7. Discussion of Reading.
HW: Read the Following Articles:
Barton
Kahn vs. Barton
Haswell and Hourigan
8. Discussion of Reading.
HW: Read the Following Articles:
Friberg
Ahern
Mckee and Porter
DeVoss, Cushman and Grabill
9. Discussion of Reading:
HW: Work on review of research for project
10. Research Workshop.
HW: Complete draft of review for workshop
11. Review Workshop.
HW: Read Blakesee and Fleischer chapters 1-3
12. Discussion of Reading.
HW: Read Blakesee and Fleischer chapters to finish
13. Discussion of Reading.
HW: Develop methodology portion of final project
14. Methodology Workshop.
HW: Draft working “theory of research”

15. Theory of Research Workshop.
HW: Finalize Class Projects

16. Project Presentations. Projects Due.

Exam Time: Presentations. Theory of Research Due.

ENGL 6183

Critical Pedagogy and the Teaching of Writing

Instructor:

Office:

Office Phone:

Office Hours:

E-mail:

Catalog Description

ENGL 6183 Critical Pedagogy and the Teaching of Writing (3) A course — that explores how ideologies and ideas of literacy shape practices in the teaching of writing. (On Demand)

Pre-requisite

Admission to Graduate study in English

Course Objectives

“Critical Pedagogy,” sometimes also called liberatory or oppositional pedagogy, is an educational practice that incorporates the teaching of traditional subject areas, including language arts, within a framework of cultural critique in the interest of social justice. The teacher regards the public interrogation of existing social relations as the central activity of a free, democratic culture, and views critical reflectiveness, therefore, as the most important competence of an educated citizenry. The intent of the course is not to persuade teachers to adopt this controversial educational practice but rather to direct their attention to the issues it has raised, including the purposes of schooling, the politics of curriculum, the nature of authority and responsibility in the classroom, the art of problem-posing, and the possibility of social change through education.

Required Texts and Materials

McLaren, “Critical Pedagogy: A Look at the Major Concepts”

A Nation at Risk: <http://www.ed.gov/pubs/NatAtRisk/index.html> or
http://datacenter.spps.org/sites/2259653e-ffb3-45ba-8fd6-04a024ecf7a4/uploads/SOTW_A_Nation_at_Risk_1983.pdf

Hess, Petrilli, *No Child Left Behind*

Kozol, *Savage Inequalities: Children in America's Schools* (Harper, 1992)

Darder *et al.*, *The Critical Pedagogy Reader* (Routledge, 2008)

Freire, *Pedagogy of the Oppressed* (Continuum, 2000)

Anyon, *Radical Possibilities: Public, Policy, Urban Education, and a New Social Movement*. (Routledge, 2005)

Shor, *Critical Teaching and Everyday Life* (Chicago, 1987)

Instructional Method

This class is a seminar/discussion. (See goals above)

Grading

20 % (1) to support group discussion, two three-page “problem-posing” statements on texts/issues of your choice;

40 % (2) an individually designed project that explores some aspect of the theory or practice of critical pedagogy: it can entail a close reading of one of our texts; an exploration of a concept or problem; a critique of one or more educational public policy documents; or a teaching experiment. Est. 10 pages

40% (3) a notebook with extended explorations of key concepts in the lexicon of critical pedagogy.

Course grade will be a combination of points from support group discussions, individually designed project and a notebook.

1. Support group discussion (20%)
2. Individually designed project (40%)
3. A notebook (40%)

Grading Scale 90-100=A; 89-80=B; 81-70=C, etc,

Course Policies

Regular attendance and prompt submission of assignments are expected.

In the event of hazardous weather, please check your email for information about class cancellation.

Disabilities Statement: Students who have a disability or condition which may impair their ability to complete assignments or otherwise satisfy course criteria should meet with me to identify, discuss and document any feasible instructional modifications or accommodations. Please inform me as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.

Plagiarism: All of the university policies concerning plagiarism apply. If you plagiarize any work, you will be reported to student affairs. Please see me whenever you have any questions.

Schedule

Jan 15 Introduction. *Norma Rae*
22 In Darder *et al.*, McLaren, “Critical Pedagogy: A Look at the Major Concepts”

Accepted set by jmussing
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Accepted set by jmussing

Accepted set by jmussing

61-83.

29 *A Nation at Risk*: <http://www.ed.gov/pubs/NatAtRisk/index.html> or

http://datacenter.spps.org/sites/2259653e-ffb3-45ba-8fd6-04a024ecf7a4/uploads/SOTW_A_Nation_at_Risk_1983.pdf

- Feb 5 Hess, Petrilli, *No Child Left Behind*
12 Kozol, *Savage Inequalities: Children in America's Schools*
19 Darder *et al.*, **Critical Pedagogy: An Introduction; Foundations**, 1-96.
26 Freire, *Pedagogy of the Oppressed*
- Mar 5 *Pedagogy of the Oppressed*; Stenberg, "Liberation Theology and Liberatory Pedagogies."
12 Spring break
19 Darder *et al.*, **Education and Social Class**, 101-208; hooks, *Where We Stand*
26 Darder *et al.*, **Race and Education; Gender, Sexuality, and Schooling**, 145-273
- Apr 2 Anyon, *Radical Possibilities: Public, Policy, Urban Education, and a New Social Movement*
9 Darder *et al.*, **Critical Issues in the Classroom; Critical Pedagogy and Teacher Education**, 359-482.
16 Knoblauch and Brannon, "Pedagogy for the Bamboozled"; **Language, Literacy, and Pedagogy**, 277-355.
23 Shor, *Critical Teaching and Everyday Life*
30 Darder *et al.*, **Issues Beyond the Classroom; Epilogue**, 485-578



UNC CHARLOTTE

J. Murrey Atkins Library

Memorandum

To: Pilar Blitvich

From: Donna J. Gunter, Liaison to English Studies

Date: 16 Jul 2013

Re: Course Proposal for ENGL 6181 Composition Theory and Pedagogy

Summary of Librarian's Evaluation of Holdings

Evaluator: Donna J. Gunter, Liaison to English Studies

Please Check One:

Holdings are superior	_____
Holdings are adequate	_____X_____
Holdings are adequate only if Dept. purchases additional items	_____
Holdings are inadequate	_____

Comments:

Regarding the proposal for, ENGL 6181 Composition Theory and Pedagogy, described as an "introduction to various theories that shape composition and its teaching," I have evaluated our collections and deem our holdings to be adequate to support this course. What follows is my analysis of the collection, followed by my recommendations for future purchases:

Collection Analysis

A. Monograph Holdings by Selected LC Subject Heading Compared to Selected UNCC Peer Institutions

I conducted keyword searches rather than Library of Congress Subject Heading searches. I used keywords because Library of Congress Subject Headings do not capture composition as it pertains to the writing classroom very well, and they particularly do not depict composition theory and pedagogy, so I elected to conduct various key word searches.

I used the search string, composition theory and writing. I included writing in order to eliminate composition when it pertains to other fields such as music and architecture. Doing so, I came up with 376 monographs.

Our system allows us to narrow our sets (in this case, the 376 monographs) according to “Topics” it identifies within the titles of that set. Of the 376 monographs, 210 of the titles carry the topic, 'Language, Linguistics & Literature'. Perusing this set of 210 titles, they appear to be relevant to the needs of this proposed course. (As well, 67 of the 376 titles are in the topic, “Education.”

B. Periodical Holdings:

The system allows only subject heading searches for periodicals, so the closest subject heading to this course would be “English Language Study and Teaching Periodicals.” The results of this search were 99 periodicals, with most of these titles being relevant to this course.

C. Database Holdings:

Major Indexes:

MLA International Bibliography

ERIC

Language and Linguistics Behavioral Abstracts

JSTOR

Supportive Indexes:

Academic Search Premier

Arts and Humanities Citation Index

Evaluator’s Signature

Date



UNC CHARLOTTE
J. Murrey Atkins Library

Memorandum

To: Pilar Blitvich

From: Donna J. Gunter, Liaison to English Studies

Date: 16 Jul 2013

Re: Course Proposal for ENGL 6182 Research Theory and Method in Rhetoric and Composition

Summary of Librarian's Evaluation of Holdings

Evaluator: Donna J. Gunter, Liaison to English Studies

Please Check One:

Holdings are superior	_____
Holdings are adequate	_____X_____
Holdings are adequate only if Dept. purchases additional items	_____
Holdings are inadequate	_____

Comments:

Regarding the proposal for, ENGL 6182 Research Theory and Method in Rhetoric and Composition, described as an "an exploration of research in Rhetoric and Composition Studies, including various methods of conducting research and their implications for knowledge-making in the field," I have evaluated our collections and deem our holdings to be adequate to support this course. What follows is my analysis of the collection, followed by my recommendations for future purchases:

Collection Analysis

A. Monograph Holdings by Selected LC Subject Heading Compared to Selected UNCC Peer Institutions

I conducted keyword searches rather than Library of Congress Subject Heading searches. I used keywords because Library of Congress Subject Headings do not capture composition as it pertains to the writing classroom very well, and they particularly do not depict research methods for composition studies, so I elected to conduct key word searches.

I used the search string, composition and writing and research methodology. I included writing in order to eliminate composition when it pertains to other fields such as music and architecture. Doing so, the search yielded 415 monographs, not including theses or dissertations.

Our system allows us to narrow our sets (in this case, the 415 monographs) according to “Topics” it identifies within the titles of that set. Of the 376 monographs, 53 of the titles carry the topic, 'Language, Linguistics & Literature'. Perusing this set of 53 titles, they appear to be relevant to the needs of this proposed course; however, I believe that more than 53 of these titles are relevant to the needs of this course.

B. Periodical Holdings:

The system allows only subject heading searches for periodicals, so the closest subject heading to this course would be “English Language Study and Teaching Periodicals.” The results of this search were 99 periodicals, with most of these titles being relevant to this course.

C. Database Holdings:

Major Indexes:

MLA International Bibliography

ERIC

Language and Linguistics Behavioral Abstracts

JSTOR

Supportive Indexes:

Academic Search Premier

Arts and Humanities Citation Index

Evaluator’s Signature

Date



UNC CHARLOTTE

J. Murrey Atkins Library

A

Memorandum

To: Pilar Blitvich

From: Donna J. Gunter, Liaison to English Studies

Date: 16 Jul 2013

Re: Course Proposal for ENGL 6183 Critical Pedagogy And The Teaching of Writing

Summary of Librarian's Evaluation of Holdings

Evaluator: Donna J. Gunter, Liaison to English Studies

Please Check One:

Holdings are superior	_____
Holdings are adequate	<u> X </u>
Holdings are adequate only if Dept. purchases additional items	_____
Holdings are inadequate	_____

Comments:

Regarding the proposal for, ENGL 6183 Critical Pedagogy And The Teaching of Writing, described as a "course that explores how ideologies and ideas of literacy shape practices of teaching in writing," I have evaluated our collections and deem our holdings to be adequate to support this course. What follows is my analysis of the collection, followed by my recommendations for future purchases:

Collection Analysis

A. Monograph Holdings

I conducted keyword searches rather than Library of Congress Subject Heading searches. I used keywords because Library of Congress Subject Headings do not capture composition as it pertains to the writing classroom very well, so I elected to conduct key word searches.

I used the search string, *critical pedagogy and composition and writing*. I included writing in order to eliminate composition when it pertains to other fields such as music and architecture. Doing so, the search yielded 66 monographs, not including theses or dissertations. Most of these titles appear relevant to this course.

I conducted another search, using the search string, *ideology and teaching writing*, which provided 110 monographs. As well, most of those titles seemed pertinent to this course.

B. Periodical Holdings:

The system allows only subject heading searches for periodicals, so the closest subject heading to this course would be “English Language Study and Teaching Periodicals.” The results of this search were 99 periodicals, with most of these titles being relevant to this course.

C. Database Holdings:

Major Indexes:

MLA International Bibliography

ERIC

Language and Linguistics Behavioral Abstracts

JSTOR

Supportive Indexes:

Academic Search Premier

Arts and Humanities Citation Index

Evaluator’s Signature

Date