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| **NEW COURSE PROPOSAL**  [**New Course Criteria**](http://www.yorku.ca/laps/council/faculty/documents/CCPSMemoreNewCourseProposalsApril2014.pdf)  **Completed Proposal Submission Date: 5/30/2016** |  |

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| **Department/School:** | Writing Department |  | **Dept./School Contact:** | kerry doyle |

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| **Proponent Name:** | kerry doyle |  | **Proponent Email:** | kdoyle@yorku.ca |

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| **Effective Session:** | **Term:** (e.g., Fall; Winter; Summer) | Fall |  | **Year:** | 2017 |

**New Course Information (Originator):**

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| **Faculty:** | AP |  | **Rubric:** | WRIT |  | **Course #:** | 4001 |  | **Weight:** | | 3 |
| Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6  30 | | | | | | | | | | **FEE:** | 6 |

**Expected enrolment:**

**Please specify if this is a York Abroad course: ☐Yes ☒No**

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| **Course Title: Maximum 100 characters**.The official name of the course as it will appear in the Undergraduate Calendar. |
| AP/WRIT 4001 6.0 Digital Authoring Practicum |

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| **Short Title: Maximum 40 characters**, including punctuation and spaces.  The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules). |
| Digital Authoring Practicum |

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| **Brief Course Description: Maximum 60 words.** This is the official description of the course as it will appear in the Undergraduate Calendar.  The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of…,” rather than “This course will analyze..."). | |
| This practicum allows fourth year students in PRWR to design and implement online writing and marketing campaigns for community organizations.  Community service learning is central to this course. Students are matched with individuals and organizations that need digital help. Students write blogs, build websites, execute social media campaigns, write and design material appealing to multiple audiences using a variety of technologies. Students critically reflect on issues related to online communication. | |
| Prerequisites: | WRIT 3001 3.0 Digital Authoring |
| Co-requisites: |  |
| [[1]](#footnote-1) Course credit exclusions: | None |
| Language of Instruction: | English |

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| Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes). | |
| Open to: | 4th year Professional Wiring Majors and Minors; English and Professional Writing Majors |
| Not open to: |  |
| Notes: |  |

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| **Expanded Course Description: Maximum 250 Words**  **The expanded course description must begin with the brief course description and include topics/theories.** |
| This practicum allows students to design and implement online writing and marketing campaigns for community organizations.  Community service learning is central to this course. Students are matched with individuals and organizations that need digital help. Students write blogs, build websites, execute social media campaigns, write and design material appealing to multiple audiences using a variety of technologies. All the while, students work with organizations from the greater York community.  The main goal of this course is to communicate in an online environment, and critically reflect on this type of communication. Students learn and apply critical skills in reading, writing, and thinking as they actively work with the real world digital projects. The concepts of community, narrative, technology, evolving genres, audience expectation and processes of knowledge construction serve as a focus for the course. |
| **Course Specific Learning Outcomes:** |
| Upon completion of the course, students will be able to:  • Respond effectively to the needs and requests from client community organizations  • Demonstrate an ability to work independently as well as collaboratively  • Exercise judgment on how to use resources and budgets  • Recognize and enact reading, writing and speaking as responsive social acts engaging multiple audiences  • Apply new technologies to support the writing act, and use appropriate media to convey text effectively  • Create media-rich digital environments  • Evaluate the effectiveness and potential of new technologies |

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| **Course Rationale:**  Please address the following questions and provide details:  **1. How does the course contribute to the program learning outcomes of the program/degree?**  *Proponents are asked to specifically make reference to the Degree-Level Expectations Statement for the program/degree when providing details as to how will this new course will contribute to the program learning outcomes. The six (6) UUDLES are: 1. Depth and Breadth of Knowledge; 2. Knowledge of Methodologies; 3. Application of Knowledge; 4. Communication Skills; 5. Awareness of Limits of Knowledge; 6. Autonomy and Professional Capacity.*  *The OCAV Guidelines on Degree-Level Expectations can be found* [*here*](http://laps.yorku.ca/files/2015/04/OCAV-Guidelines-Degree-Level-Expectations.pdf)*.* |
| 4001 6.0 is a capstone course which builds on the third-year keystone course, WRIT 3001 3.0, the prerequisite for 4001 6.0 Professional Writing majors and English and Professional Writing majors will take two of four capstone courses, but each of the four focuses on a different area of Professional Writing (Books and Bookmaking, Institutional/Business and Digital Authoring). The proposed course will achieve the following Professional Writing Program learning outcomes related to each of the five York University undergraduate degree level expectations:  1. ***DEPTH AND BREADTH OF KNOWLEDGE***: building on the prerequisite 3000-level course, students will apply new technologies appropriately to support the writing act, recognize that genre is grounded in and dependent on context, involving multiple audiences and serving various purposes and further understand role of audience, form, style, purpose, voice in various genres  2. ***KNOWLEDGE OF METHODOLOGY*:** students will demonstrate an understanding of the writing act as an epistemic and recursive process that arises from, and responds back to, various communities**,** develop a metacognitive understanding of one’s own writing processes **and** evaluate critically, and apply appropriately, *r*esearch findings on the writing act and processes  3. ***APPLICATION OF KNOWLEDGE***: students will recognize and enact reading, writing and speaking as responsive social acts grounded in, and dependent on, context involving multiple audiences, and serving various purposes. Students will be self‐reflexive and engage in writing as a recursive process that includes research, drafting, reviewing, revising and editing, recognize and analyze the forms and roles that research plays in determining and meeting project goals and users’/readers’ needs, apply new technologies to support the writing act, use appropriate media to convey text effectively and demonstrate ability to initiate, plan, draft, revise and complete writing projects  4. ***COMMUNICATION SKILLS:*** students will hone their ability to offer and accept feedback in constructive ways, read and listen actively in a context‐appropriate way and use evidence and persuasive appeals that are effective with various audiences, situations and purposes. Students will design and compose texts for a range of expert and lay audiences, assessing how best to move between oral and written formats as appropriate  5.***AWARENESS OF LIMITS OF KNOWLEDGE*:** students will learn to accept the provisionality of writing at any given moment, an acceptance rooted in the critical analyses of public, scholarly and personal issues based on research, observation, and reflection. Students will be encouraged to to identify, pose and resolve novel problems  6. **AUTONOMY AND PROFESSIONAL CAPACITY**: within the context of Digital authoring and publishing, students will identify and assess opportunities for professional writing, create professional networks and stay current in various professional fields. The practical and critical components of the course will enable students to initiate, plan, draft, revise and complete writing projects, but also to learn to work within limits and constraints |
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| **2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.** |
| No other similar courses are being offered. |

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| **Will this course be cross-listed?[[2]](#footnote-2)** | | | | Choose an item. | **If *yes*, cross-listed to:** *(please complete details below)* | | | | | |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Faculty:** |  |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  |
| **Additional cross-listings (if applicable):** | | | | | | | | | | |

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| **Will this course be integrated with a Faculty of Graduate Studies course?** (Yes/No) | | | | | | | | | |  |
| **If *yes*, integrated with:** | | | |
| **Faculty:** | GS |  | **Rubric:** |  |  | **Course #:** |  |  | **Weight:** |  | |

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| **Which program(s) (or certificates) will this new course be applicable to and how?**  e.g., Program: English; Relevance: Core course.  ***Please note: in order to officially add the new course to the calendar copy of a program/certificate and have it recognized as fulfilling program credit, a Change to Existing Degree/Certificate Form must also be submitted by the Department/School offering the program/certificate to formally propose the addition.*** | | | | | |
| **Program:** | Professional Writing Program |  | **Relevance:** | Capstone course | |
| **Program:** | English & Professional Writing Program |  | **Relevance:** | Capstone course | |
| **Program:** |  |  | **Relevance:** |  | |
| **Program:** |  |  | **Relevance:** |  | |
| **Additional program relevance(s) (if applicable):** | | | | |

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| Course Design:  Please indicate how the course design supports students in achieving the learning outcomes.  *• For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*  *• Detail any aspects of the content, delivery, or learning goals that involve “face-to-face” communication, non-campus attendance or experiential education components.*  *• Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*  *• If this course incorporates Experiential Education, please contact the Associate Dean, Teaching and Learning (adtl@yorku.ca).* |
| This practicum allows fourth year students in PRWR to design and implement online writing and marketing campaigns for community organizations.  Community service learning is central to this course. Students will be matched with individuals and organizations which need digital help. Students will write blogs, build websites, execute social media campaigns, manage budgets, write and design material appealing to multiple audiences using a variety of technologies. All the while, students will be working with organizations from the greater York community. |

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| Instruction/Course Format:  Please address the following questions and provide details: |

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| **1. Please indicated the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?** | |
| Frequency of offering: | Annual |
| Number of sections anticipated: | 1 |

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| **2. Please list the names of the department/school members currently competent to teach the course.** |
| Mike O’Connor, Andrea MacKenzie, John Spencer and Jon Sufrin |

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| **3. Please list the instructor(s) likely to teach the course in the coming year.** |
| Mike O’Connor |

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| **4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.** | |
| Hours: | 3 hours per week |
| Weeks: | 24 weeks |

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| **4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.** |
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| Evaluation:  Please address the following questions and provide details: |

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| **1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).**  *Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).* | | | |
| Assignment: | **Community Service Learning project**  Students will work in small groups with community organizations to develop digital assets, online skills and multimodal writing projects. Students will develop detailed proposals in conjunction with community partners to meet the partners’ needs. When approved by both the instructor and community partners, the students will execute the proposals. | Value (%): | 35 |
| Assignment: | **Reflective blog**  Each student will maintain a reflective blog. Students will write about their experiences related to the CSL project utilizing prompts related to the course. Students will confront and challenge their assumptions, beliefs, thought patterns and connect their experiences to the theories covered in the course. | Value (%): | 20 |
| Assignment: | **Research website and wiki**  Every student will create a website or wiki based on a concepts or issue they wrote about in their reflective blog. Each student will form hypotheses, review and gather data, analyze data, and come to conclusions that are scientifically valid. The topic must be approved by the instructor. The website or wiki will conform to APA style. | Value (%): | 25 |
| Assignment: | **Tests**  Students will take tests based on the content of lectures and readings from the course. | Value (%): | 10 |
| Assignment: | **Instant essay**  There will be four instant essays throughout the course based on material found in the textbook and lectures. The instructor will provide a question or statement, pertaining to the lecture or textbook material, that the students will answer or respond to. The students will be given 25 minutes in class to compose 250 words. After 25 minutes, students will email their response to the instructor. For those who are unable to bring a laptop to class, an alternative method will be provided. | Value (%): | 10 |
| Assignment: |  | Value (%): |  |
| Assignment: |  | Value (%): |  |
| Assignment: |  | Value (%): |  |
|  | | **Total (%):** | **100 %** |

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| **2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.** |
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| **3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will “on-site” examinations be required, etc.)** |
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| Other Resources:  Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.  **Courses will not be approved unless it is clear that adequate resources are available to support it.** |
| The course will require WIFI access for all the students and multi-media projector and screen for the instructor. |

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| Bibliography: |

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| **Please list the Required Readings for the course.**  The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.). |
| *Working with Multimodality: Rethinking literacy in a digital age*, Jennifer Rowsell, 192 pages, Routledge, New York, 2013, 978-0-415-6763-6  *Language and Learning in the Digital Age*, James Paul Gee & Elisabeth R. Hayes, 168 pages, Routledge, New York, 2011, 978-0415602778  *The Information: A History, a Theory, a Flood*, [James Gleick](http://www.amazon.ca/s?_encoding=UTF8&search-alias=books-ca&field-author=James%20Gleick), 544 pages, Pantheon, New York, 2011, 978-0375423727 |

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| **Please list any Suggested Readings for the course.**  The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.) |
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| **Please list any Online Resources for the course** (please include complete bibliographical information as above). |
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| **If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students** (please include complete bibliographical information as indicated above).  **If no additional readings are to be required, please provide a rationale as to why.** |
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| **Library Support Statement:**  Proposals for new courses **must include a library support statement** from the Bibliographer responsible for the relevant discipline ([click here](http://www.library.yorku.ca/cms/library-departments/liaison-librarians/)) to indicate whether resources are adequate to support the course. |

**Confirmation of Consultation/Approval:**

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department/School responsible for offering the course.

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Please ensure that all fields are filled below, and that appropriate consultation/approval documentation is attached.

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| [Curriculum Toolkit: Consultation Form](http://www.yorku.ca/laps/council/faculty/curr_tools.html) |  |  |  |  |  |  |
| **Is evidence of consultation attached?** (please check) | **☐** | **Yes** |  |  | **X** | **Not applicable** |

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| WRIT |  | **K. Doyle** |  | May 30, 2016 |
| Faculty/Department/School |  | Name |  | Date |
| Click here to enter text. |  | Click here to enter text. |  | Click here to enter a date. |
| Faculty/Department/School |  | Name |  | Date |
| Click here to enter text. |  | Click here to enter text. |  | Click here to enter a date. |
| Faculty/Department/School |  | Name |  | Date |

**Faculty-level Curriculum Committee Submission Deadlines & Details**

**Fall Winter 2017/18**, **Summer 2018 Academic Sessions:**

***Complete*** proposal package deadline: **June 1, 2016**.

**Please note: Incomplete proposals will not be considered.**

Proposals submitted after this date, and/or incomplete proposals, may not be processed for the academic sessions noted above. Early submissions are welcome and appreciated.

**Complete proposal packages** including all relevant documentation (i.e. evidence of consultation and library statements) should be submitted via email ([apccps@yorku.ca](mailto:apccps@yorku.ca)) for Faculty-level consideration.

1. “Course credit exclusion” is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both. [↑](#footnote-ref-1)
2. Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course. [↑](#footnote-ref-2)