

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 3818S
Date of Senate Approval 04/05/18

Statement of Faculty Senate Action:

APC Document 31 (LANG): Delete LANG 352, replacing with LANG 395 and LANG 396

Effective Date: Fall 2018

1. Delete: On page 149, the entry for **LANG 352, The English Language and the Teaching of Writing:**

352 The English Language and the Teaching of Writing (4)

Studies in the development of the English language. Introduction to several aspects of linguistics; approaches to teaching writing, including the writing process, methods of evaluation, and grammar and usage. Prerequisite: LANG 120. Fall and Spring.

2a. Add: On page 150, new course, **LANG 395, Contemporary English Grammar:**

395 Contemporary English Grammar (2)

Studies the English language across a range of spoken and written registers, including vernacular and “standard” English. The course considers, in particular, English grammatical structures, stylistics, and contextualized patterns of use. Fall.

2b. Add: On page 150, new course, **LANG 396, The Teaching of Writing:**

396 The Teaching of Writing (2)

Survey of rhetoric and composition theories, methods for teaching and assessing writing, and pedagogical practices for inclusive learning environments. This course is designed for teaching licensure students. Students work with their own writing, engage in a service learning project, and develop curriculum materials for teaching reading and writing to middle or high school students. Fall.

Impact: The proposed change breaks an existing four credit hour course into two separate, two-credit-hour courses, both of which will be taught in the Fall semester. We feel this will have minimal impact on students, but could prove more troubling in accommodating faculty requirements for twelve credit hours of teaching per semester. Our teaching licensure students will continue to take four credit hours of LANG coursework in the Fall semester, keeping them right on track for their four-year degree schedule. This change—four credit hour class broken into two—may create more flexibility in student schedules and will enable more tailored classroom and project-based experiences related to Contemporary English Grammar and The Teaching of Writing.

Given our current faculty, with only one tenure-track Composition and Rhetoric faculty continuing on to next year, there are only two in the department who have the disciplinary background to teach either of these classes (one tenure track Composition and Rhetoric faculty and one non-tenure track, full-time adjunct with a M.A. in Writing). Prior to 2011, LANG 352 was two separate, three credit hour courses, one focused on the history of the English language and the other focused on writing pedagogy. The department then had three tenure track Composition and Rhetoric specialists, as well as a Literature scholar who focused on linguistics (and taught the history of the English language class). The two faculty currently in charge of teaching this course agree that splitting the class into two separate two credit hour courses will have a positive impact on our students and will enable the skillset of these two faculty to be better applied to either pedagogy or contemporary grammar. The English Department unanimously agreed to separate LANG 352 into two courses.

This change may increase the workload of the individual who schedules classes for our department (given that there would be two courses to schedule now instead of one). Given the current skillset of the English department, two different faculty members will teach the two-credit-hour courses, which creates a two-credit-hour shortage or overage for the two faculty. Solutions include: (1) Faculty members teach a two credit hour overload in the fall semester of one academic year (LANG 395/96 plus three other four-credit courses) and then teach a two credit hour underload the fall semester of the following academic year (LANG 395/96 plus two other four-credit courses). (2) Faculty members teach one of the senior capstone courses, two credit hours, to reach their twelve credits per semester. (3) At this time, one of the faculty members is also the Internship Coordinator for the department and, up to this time, has not received course credit or reassigned time to compensate for mentoring our growing internship program (7 to 10 students per academic year). With the approval of Pat McClellan and the Humanities Dean, the Internship Coordinator will now earn two course credit hours in academic years where we have 9 or more students enrolled in the internship course.

Rationale: The primary rationale for splitting this single course into two involves the disparate course content. Currently, this class intends to prepare emerging teachers on how to use writing and reading as learning tools. We study composition theory, course scaffolding, assessment practices, the Common Core, how to write assignment sheets and lesson plans, and so much more. Yet, these students also need deep, hands-on instruction to improve their own writing and grammar. Breaking the course into two will allow a more focused experience to improve student grammar and writing, but also provide space for them to explore the English language as alive and more than just a set of grammar rules. Having the Contemporary English Grammar course as separate from the Teaching of Writing course will allow for more prepared teachers because our teaching licensure students can delve more deeply into both topics when considering them in different classes.

Additionally, this change might attract non-majors to both courses. Currently, the class is only taken by English teaching licensure students, though it is not uncommon to have students, especially second language speakers, who register for the class assuming it will be more linguistics / grammar focused. Given the heavy emphasis on writing pedagogy, however, these students are discouraged from staying in LANG 352. A two-credit-hour Contemporary English Grammar course could attract students outside our department while still offering our teaching licensure students the chance to study English grammar in more depth. Additionally, the Teaching of Writing two-credit-hour course could be useful for teaching licensure students in other departments. History majors, for example, will be required to use writing in their middle and high school classrooms, but they are not required to take a writing pedagogy course as a part of their major (HIST 250, The Historian's Craft, includes some writing instruction, but it is less explicitly focused on how to use writing to learn and how to teach writing as a process). We feel that having this as two separate courses, the English department can serve more university students as well as provide our teaching licensure students with a more tailored and deep learning experience.

3a. Delete: On page 147, in item I under **English with Teacher Licensure:**

I. Required courses in the major—32 hours: LANG 352;

Add: On page 147, in place of deleted entry:

I. Required courses in the major—32 hours: LANG 395, 396;

3b. Delete: On page 132, in item II for **Middle School Language Arts** requirements:

- Language Arts—27 hours: DRAM 213; LANG 352;

Add: On page 132, in place of deleted entry:

- Language Arts—27 hours: DRAM 213; LANG 395, 396;

Impact: None anticipated.

Rationale: These are editorial changes to replace LANG 352 with LANG 395 and 396.