



MEMORANDUM

To: Julio Frenk, President

From: Tomás A. Salerno
Chair, Faculty Senate

Date: April 24, 2019

Subject: Faculty Senate Legislation #2018-69(C) – Rename and Revise the Student Learning Outcomes for the English Composition General Education Area of Proficiency Requirement, Faculty Senate University Curriculum Committee (UCC)

The Faculty Senate, at its April 17, 2019 meeting, voted unanimously to approve the proposal presented by the University Curriculum Committee to rename and revise the Student Learning Outcomes for the English Composition General Education Area of Proficiency Requirement. Details are included on the enclosed materials.

This legislation is now forwarded to you for your action.

TAS/rh

Enclosure

cc: Jeffrey Duerk, Provost and Executive Vice President for Academic Affairs
William S. Green, Sr. Vice Provost, Dean, Undergraduate Education
Leonidas Bachas, Dean, College of Arts and Sciences
David Chin, Chair, University Curriculum Committee
Joanna Johnson, Director of Writing, College of Arts and Sciences

CAPSULE: Legislation #2018-69(C) – Rename and Revise the Student Learning Outcomes for the English Composition General Education Area of Proficiency Requirement, Faculty Senate University Curriculum Committee (UCC)

APPROVED:  DATE: 5/9/19
(President's Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Faculty Senate

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(pending any additional approval by the Board of Trustees)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

Proposal to Rename and Revise the Student Learning Outcomes for the English Composition General Education Area of Proficiency Requirement

Purpose:

Section B4.13 of the *Faculty Manual* states, "At least every five years the University Curriculum Committee ["UCC"] shall conduct a review of the General Education Requirements and recommend to the Senate whatever changes may be appropriate" with the goal of bringing recommendations to the Faculty Senate regarding the General Education Areas of Proficiency. After consultation with, and recommendations from Joanna Johnson, (Director of Writing, College of Arts and Sciences), the UCC passed the following recommendations regarding the English Composition General Education Area of Proficiency, to be effective Fall 2019.

Proposal:

1. To rename the current "English Composition" General Education Area of Proficiency requirement to "Written Communication Skills" in order to emphasize the skills learned rather than the courses taken. This is also more consistent with the other Area of Proficiency requirement, "Quantitative Skills."
2. To revise the student learning outcomes to align better with the curricular goals of the courses that fulfill the requirement. The new student learning outcomes will be as follows:
 - Students will be able to:
 - Demonstrate effective written communication skills in relation to specific rhetorical tasks.
 - Construct original, well-reasoned arguments using a range of materials.
 - Integrate and synthesize appropriate and relevant primary and secondary sources in their writing.

If approved, the text in the University of Miami Academic Bulletin should be revised as shown below:

BEGIN TEXT

Areas of Proficiency

The Areas of Proficiency requirements ensure that students either already possess, or develop at the University, the ability to express themselves effectively, to use quantitative skills with facility, and to reason cogently.

~~English Composition~~ Written Communication Skills

Effective writing skills advance ideas efficiently and persuasively, so the expectation is that students become adept at using writing as an effective communication tool. Students fulfill this requirement by satisfactorily completing ENG 105 together with ENG 106 or ENG 107, or the equivalent. Appropriate Advanced Placement (AP) or International Baccalaureate (IB) scores in English composition may be used to satisfy this requirement. An appropriate score on the SAT or ACT examination may earn a student exemption from, but not credit for, ENG 105.

Students will be able to:

- ~~Gather information, synthesize data, compare various points of view, and present results in writing.~~ Demonstrate effective written communication skills in relation to specific rhetorical tasks.
- ~~Develop the ability to read texts critically and to use textual evidence to support a sophisticated written argument.~~ Construct original, well-reasoned arguments using a range of materials.
- ~~Consider audience, tone, organization, and standard conventions in relation to specific rhetorical tasks.~~ Integrate and synthesize appropriate and relevant primary and secondary sources in their writing.

EFFECTIVE FALL 2017, NEW STUDENTS WITHOUT PRIOR COLLEGE CREDIT IN ENGLISH COMPOSITION WILL BE PLACED AS FOLLOWS:

- ENG 103: ACT English score below 18 or SAT Evidence-Based Reading and Writing or Critical Reading score below 430, or TOEFL iBT Writing score below 18.
- ENG 105: ACT English score 18-31 or SAT Evidence-Based Reading and Writing or Critical Reading score 430-690, or TOEFL iBT Writing score 18 or above.
- ENG 106 or ENG 107: ACT English score 32 or above or SAT Evidence-Based Reading and Writing or Critical Reading score 700 or above

All requirements for ~~t~~The English Composition Written Communication Skills General Education

Requirements must be completed prior to attaining junior year classification.

END TEXT