



**Office of the President**

University of Maryland, Baltimore County  
1000 Hilltop Circle, Baltimore, MD 21250

Phone: 410-455-2274

Fax: 410-455-1210

November 25, 2024

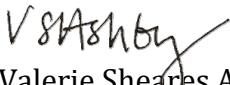
Sanjay Rai, Ph.D.  
Secretary  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Rai:

Enclosed are the narrative, budget, and transfer agreement documents for UMBC's proposal to add a new area of concentration (AoC) in Writing, Rhetoric, and Technology within its existing Bachelor of Arts in English. The transfer documents include a draft letter of agreement and the articulated pathway between UMBC and CCBC for this AoC (both as appendices to the proposal narrative); and the separate umbrella document, Degrees to Succeed transfer agreement between UMBC and CCBC.

Thank you very much for your review of this proposal.

Sincerely,

  
Valerie Sheares Ashby  
President

Cc: Beth Wells, Director of Academic Administration, Assistant Vice Provost Emerita, UMBC  
Yonatan Harris, Executive Administrative Assistant to the Vice Provost for Academic Affairs, UMBC



Office Use Only: PP#

**Cover Sheet for In-State Institutions  
New Program or Substantial Modification to Existing Program**

Institution Submitting Proposal	UMBC
---------------------------------	------

*Each action below requires a separate proposal and cover sheet.*

- |  |   |
|--|---|
| <input type="radio"/> New Academic Program                 | <input type="radio"/> Substantial Change to a Degree Program            |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration    |
| <input type="radio"/> New Degree Level Approval            | <input type="radio"/> Substantial Change to a Certificate Program       |
| <input type="radio"/> New Stand-Alone Certificate          | <input type="radio"/> Cooperative Degree Program                        |
| <input type="radio"/> Off Campus Program                   | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input checked="" type="radio"/> R*STARS # 3078386	Payment	250.00	Date	11/25/2024
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check #	Amount:		Submitted:	

Department Proposing Program	Department of English	
Degree Level and Degree Type	Area of Concentration within English BA	
Title of Proposed Program	AoC: Writing, Rhetoric, and Technology	
Total Number of Credits	120	
Suggested Codes	HEGIS:	CIP: 23.1399
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer            Year: 2025	
Provide Link to Most Recent Academic Catalog	URL: <a href="https://english.umbc.edu/">https://english.umbc.edu/</a>	

Preferred Contact for this Proposal	Name:	Beth Wells
	Title:	Director of Academic Administration
	Phone:	(410) 455-8907
	Email:	<a href="mailto:bwells@umbc.edu">bwells@umbc.edu</a>

President/Chief Executive	Type Name:	Valerie Sheares Ashby
	Signature:	<i>Valerie Sheares Ashby</i> Date: January 17, 2025
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

**Writing, Rhetoric, and Technology Concentration in the Department of English  
University of Maryland Baltimore County  
New Concentration**

**Executive Summary**

The University of Maryland, Baltimore County (UMBC) proposes the following concentration in Writing, Rhetoric, and Technology (WTRT) as part of the Bachelor's Degree program in English. The proposed concentration represents a substantial revision of the current "Communication and Technology" track and, when approved, will function as a discrete, focused, and unique concentration in the English major and in the USM system. With a clearer identity grounded in currents in the discipline of rhetoric and composition, the proposed WTRT Concentration foregrounds the knowledge and skills that prepare students for professional writing in a variety of genres.

This concentration seeks to achieve the following:

- Convert the current "Communication and Technology" track to an approved MHEC concentration in Writing, Rhetoric, and Technology
- Fully exploit faculty expertise in the areas of rhetoric, composition, and professional and technical communication through improved course sequencing and clearer requirements
- Clarify and streamline course requirements across genres and topics to simplify advising and hasten time to degree
- Improve scaffolding with the addition of more 200-level and 400-level courses in the proposed concentration
- Highlight innovative and inclusive pedagogy to better meet the needs of UMBC's diverse student body

The proposed WTRT Concentration at UMBC will be the first of its kind in the University system. This concentration will not only better align with the English department's faculty expertise and with trends in research and teaching in the discipline but will also house studies in rhetoric and rhetorical theory, technical and professional writing, journalism, digital media, and composition studies.

The two current specializations in UMBC's English major are Communications & Technology (CTEC SPC) and Literature (LITE SPC). The proposed concentrations are Literature & Culture (LICU CON) and Writing, Rhetoric, and Technology (WTRT CON). The proposal for the LICU concentration will be submitted separately to MHEC.

## **B.A. in English with a Concentration in Writing, Rhetoric, and Technology**

### **A. Centrality to Institution Mission and Planning Priorities**

1. The proposed concentration in Writing, Rhetoric, and Technology (WTRT) more fully aligns with the contemporary contours of the English discipline, encourages interdisciplinary work, prepares students for a range of careers, stresses cultural competencies, and exploits faculty areas of expertise. These goals align with the mission of UMBC, which "connects innovative teaching and learning, research across disciplines, and civic engagement." Highlighting the importance of theoretical, textual and methodological diversity, the proposed WTRT Concentration reflects cutting edge work in the field of Rhetoric and Composition. No other school in the USM system offers a full concentration in WTRT.

Furthermore, the proposed concentration centers understudied and underrepresented authors, texts, movements and theories. Moving away from a primarily Western canonical approach to the study of rhetoric and composition, the proposed concentration in WTRT reflects UMBC's commitment to "cultural and ethnic diversity, social responsibility and lifelong learning" as well as social justice, as outlined in the mission statement. At a time when disciplines in the Humanities are facing unprecedented scrutiny and censorship, the English department has designed the proposed concentration in WTRT to stress the study of gender and sexuality, class, dis/ability, race and ethnicity and other identity categories that are crucial to scholarly engagement with texts and technologies ranging from cookbooks to technical manuals to rap lyrics.

The interdisciplinarity of the proposed WTRT Concentration reflects UMBC's core values as well. The proposed concentration will support students pursuing

careers in education, professional and technical communication, journalism and content creation, web design and multimedia composition, government affairs, public relations, grant writing and non-profit work, law, and library and information science, among other pursuits. As outlined in Section B of this proposal, the English degree provides a gateway for students to contribute to the Maryland and broader U.S. economies in a range of vibrant fields. In UMBC's English department, students will particularly benefit from the low student-faculty ratio and the emphasis placed on pedagogical innovation.

2. The proposed concentration in Writing, Rhetoric, and Technology (WTRT) aligns with the institution's strategic goals and institutional priorities, as outlined in UMBC's 2015 Strategic Plan for Advancing Excellence. These include setting goals in the areas of (1) Collective Impact in Research, Scholarship, and Creative Achievement; (2) The Student Experience; (3) Innovative Curriculum and Pedagogy; and (4) Community and Extended Connections. Through the proposed concentration in WTRT, students will pursue coursework that fosters advanced skills in reading and writing across multiple genres, critical thinking, effective written and oral communication, research methods and cultural competencies that prepare students to contribute to a diverse world. In the "Humanities" cluster of the Strategic Framework for Undergraduate Education (2016), one of the core goals is "Developing a coordinated program aimed at improving competence across several communication modalities (e.g., writing, public speaking)." This is precisely the work that the English department pursues. Indeed, the WTRT concentration not only focuses on cultivating skills in several communication modalities but also studies the history and rhetorical contexts of these modalities. Students' training in media literacies, rhetorical theory and composition studies is inflected with UMBC's commitment to diversity, equity, and inclusion.

Specifically, the proposed concentration includes strong curricular scaffolding to enhance student preparedness and clearer guidelines for ease of advising and better time to degree (2). The articulation agreement with the Community College of Baltimore County (CCBC) will pave the way for more community college students to easily transfer into this concentration. Culminating in three 400-level courses, the proposed concentration creates avenues for students to

pursue advanced research and creative achievement through seminar work (1). For students pursuing graduate degrees or entering the workforce, this increased emphasis on advanced research is crucial. The WTRT Concentration also stresses teaching innovation, with courses that incorporate creative, critical, and reflective writing, community partnerships in Baltimore, project-based collaborations on campus and digital humanities work (3 and 4). Faculty in the WTRT Concentration are involved in interdisciplinary collaborations and both on and off campus partnerships with entities such as the Dresher Center for the Humanities, the Special Collections Library, the Honors College and community-based organizations in the Baltimore region (4). Students will also have increased opportunities for internships, for which they can receive credit in the proposed concentration (4).

Faculty in the proposed concentration are also affiliate members of other departments, affinity groups, and working groups including the Language, Literacy and Culture Ph.D. program; Disability Studies working group; Sound Studies working group; interdisciplinary Co-Labs program; and the Baltimore Field School. These critical intersections thread through the proposed curriculum in WTRT, aligning with UMBC's core mission to yoke "innovative teaching and learning, research across disciplines, and civic engagement."

3. The proposed concentration in Writing, Rhetoric, and Technology will entail no new faculty hires. There are twelve full-time faculty who will teach courses in the proposed concentration. The necessary facilities, instructional technologies, and administrative support are all currently in place for this concentration to run and thrive.
- 4a. The proposed concentration will be run within the English department over which the Department Chair and Dean of the College of Arts, Humanities, and Social Sciences hold academic leadership. The department currently employs an Accounting Associate and a Program Management Specialist as well as work-study students. The new concentration will not require additional administrative support. Advising responsibilities for majors is handled by faculty within the department, helmed by an elected Advising Coordinator. Technical support for instruction will be managed through the Division of Information Technology.

- 4b. UMBC is committed to providing ongoing administrative, financial, and technical support for the proposed concentration in Writing, Rhetoric, and Technology. The courses required to complete this concentration and the faculty who teach them are sufficient to serve all students in the proposed concentration.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

1. The proposed Writing, Rhetoric, and Technology (WTRT) Concentration contributes to the needs of the State of Maryland in the areas of a) the advancement and evolution of knowledge and b) occupational and professional needs relative to job market requirements.

a. According to the Modern Language Association's 2018 report, "A Changing Major: The Report of the 2016–17 ADE Ad Hoc Committee on the English Major, "English departments are responding creatively to external economic pressures and to internal intellectual trends. The growth of certain areas, including creative writing and rhetoric and composition, has encouraged many English departments to structure their majors according to tracks and concentrations. The presence of cultural studies has also prompted the organization of courses and course sections by topics. These are all signs of academic vitality."<sup>1</sup> The proposed concentrations in WTRT reflects professional trends identified by the field's leading professional body.

Additionally, in the recent Norton Survey of English Majors (2022), students from several hundred undergraduate institutions were invited to respond to questions related to the major, resulting in 2,013 replies in the first year (April 6, 2021-April 6, 2022). This survey found that 96% of students would major or minor in English again; the qualities that respondents identified as most valuable were the "exposure to different cultures, cultivation of empathy, expanded worldviews, diversity of perspectives" as well as "development of creativity, writing, and

<sup>1</sup>ADE Ad Hoc Committee on the English Major, "A Changing Major," 2018, <https://www.mla.org/Resources/Reports-and-Other-Resources/A-Changing-Major-The-Report-of-the-2016-17-ADE-Ad-Hoc-Committee-on-the-English-Major>.

communication skills” among other key characteristics.<sup>2</sup> 64% of respondents also indicated their desire for an interdisciplinary path; this interest is reflected in the proposed WTRT curriculum (see Section G for curricular details). The proposed concentration was developed with these trends, aims, and goals at the forefront, providing students with an updated curriculum that responds to currents in the field and provides a platform for the Humanities’ broader aims. These include cultivating critical literacies, fostering engaged citizenship, honing effective communication skills, creating multimodal works of writing and criticism, engaging in robust and informed debate, and modeling inclusive, anti-racist teaching and learning.

b. The recent Norton Survey of English Majors shows that 24% of English majors find employment in fields related to editing, copywriting, technical writing, marketing, public relations, and information science. Other represented fields include leadership/management, retail/sales, law, and publishing. 6.5% of respondents also pursued graduate work in English or a related field. The State of Maryland projects that the demand for Technical Writers will grow by 11.35% between now and 2030; the demand for Writers and Authors will grow by 11.52%; Advertising/Marketing/Public Relations by 12.25%; Library Occupations by 13% (see **Table 1**). Proximity to government agencies in the Baltimore-Washington region puts UMBC English majors at a particular advantage as potential grant writers as well. The demand among employers for “soft skills,” such as critical thinking, teamwork, effective speaking and writing, has risen (not fallen) in recent years.<sup>3</sup> The proposed WTRT prepares students to meet these demands in professions both within and beyond humanities fields.

1. The 2022 Maryland State Plan for Higher Education articulates several key goals that align with the proposed concentration in Writing, Rhetoric, and Technology (WTRT). First, Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” includes a recommendation based on

<sup>2</sup> “The Norton Survey of English Majors: A Student Perspective,” 2022, <https://seagull.wwnorton.com/NSEM>.

<sup>3</sup> Society for Human Resources Management, “Employers Say Students Aren’t Learning Soft Skills in College,” 2019, <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/employers-say-students-arent-learning-soft-skills-in-college.aspx>



students' desire to specialize in their program of study.<sup>4</sup> The proposed concentration in WTRT allows students in the English department to specialize early and across the program so that they are honing particular skill sets. Second, the new curricular design intentionally focuses on clarity of requirements and ease of advising as well as better alignment with the UMBC registrar's request for a more consistent set of course offerings in the catalog. This responds to Priority 6, "Improve systems that prevent timely completion of an academic program." Finally, with a focus on the benefits of a multidimensional liberal arts curriculum built around rhetorical theory, cultural competencies, media literacy, and communication technologies, the WTRT curriculum responds to Priority 7, "Incorporate civic learning and civic engagement into all academic programs,"<sup>5</sup> which includes, "information technology and computer literacy skills." Furthermore, the proposed concentration not only focuses on protecting academic freedom, a value enshrined in Maryland law (§10–204), but also actively cultivates an informed, empathetic, equitable, and diverse citizenry through the study of how people communicate in communities.

2. The proposed concentration in WTRT aligns with the USM Vision 2030 with its emphasis on research; academic excellence and innovation; diversity, equity, and inclusion; access, affordability, and achievement; and workforce and economic development. Under Priority 2: Access, Affordability, and Achievement, one of the stated goals is to "improve transfer pathways." The proposed concentration meets that goal with a new articulation agreement with CCBC.<sup>6</sup> Under Priority 5: Diversity, Equity, and Inclusion, the plan includes the effort to create research initiatives around "diversity, equity, and justice; globalization; and sustainability that includes an examination of the role that race, identity, and systemic racism may play in these areas."<sup>7</sup> The proposed WTRT Concentration stresses anti-racist pedagogical methods and the incorporation of underrepresented perspectives, approaches, texts, and methods into the curriculum. Indeed, the English major has long focused on both a historical/contextual approach to understanding

<sup>4</sup> 2022 Maryland State Plan for Higher Education, <https://mhec.maryland.gov/Pages/2022-MarylandStatePlan-MHEC.aspx>, pg. 51.

<sup>5</sup> Ibid., 57.

<sup>6</sup> Pg. 12.

<sup>7</sup> Pg. 19.

histories of oppression and liberation and, as a field, to self-scrutiny of the ways that rhetoric and composition studies has maintained prejudicial and exploitative power dynamics. Under Priority 3: Workforce and Economic Development, the plan stresses growth areas in STEM, cyber, health, and education. The proposed concentration provides critical training on technical and professional communication, journalism, digital humanities, and writing pedagogy, among other fields. It is uniquely situated to train students as expert communicators across disciplines. With access to 60 federal agencies in the Baltimore-Washington region, writers trained in a variety of genres with skills in multi-modal composition, rhetorical theory, content creation and editing--all within a diverse, social justice-oriented context—are essential to the regional economy.

### **C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

1. There are several employment opportunities and industries in which students with the proposed Writing, Rhetoric, and Technology (WTRT) Concentration can work. Graduates will be prepared to enter a range of professions that require technical and professional writing skills. These include journalism, technical writing, professional writing (including creative writing), editing, and publishing. Additionally, WTRT graduates may pursue work in marketing, sales, public relations, information science and communications. Some students choose graduate work and seek M.A. and/or Ph.D. degrees in the fields of English (particularly Rhetoric and Composition) and in Library Science as well as their J.D. in Law and their M.S. in Journalism.
2. **Table 1** includes data from O\*Net OnLine and the Maryland Department of Labor's Long Term Occupational Projects for the top five areas of employment for WTRT graduates, as informed by the recent Norton Survey of English Majors (discussed section B) and by the professions in which recent graduates have landed.

Profession	O*Net OnLine (2031)	Maryland Projection (2030)
Technical Writer	+4-7%	+11.35%
Writers & Authors	+4-7%	+11.52%
Media & Communication Workers	+4-7%	+9.08%
Editor	-2%	+2.10%
Creative Writer	+4-7%	Category N/A

3. According to the Maryland Department of Labor’s 2020-2030 Occupational Projections, vacancies for the selected jobs in Maryland are as follows. These positions require a Bachelor's degree, though career advancement may require an M.A., M.S., or Ph.D.:

- Technical Writer: 2,415 to 2,689
- Writers & Authors: 3,586 to 3,999
- Media & Communication Workers: 18,001 to 19,636
- Editor: 3,338 to 3,408

4. Between fall 2019 and spring 2023, the English department has graduated 163 majors from the program. UMBC estimates that students in the proposed WTRT Concentration will make up approximately 45% of the graduates coming from the English department. The number of graduates from the proposed WTRT concentration will be approximately 18-22 per academic year if the enrollments remain steady or modestly grow.

#### **D. Reasonableness of Program Duplication**

This proposed concentration is part of the Bachelor of Arts in English and is integral to UMBC’s liberal arts program. The proposed concentration does not represent a duplicate program in our region even though every university in the system has an English degree. **Appendix 1** compares the proposed WTRT Concentration with tracks or concentrations at other Maryland schools that are not HBIs. **Appendix 2** outlines how

the proposed concentration compares with tracks or concentrations at the following HBIs: Bowie State University, Coppin State University, Morgan State University, and University of Maryland Eastern Shore.

When compared with institutions in the region, the proposed concentration in WTRT is unique in its structure, number of requirements, range of topics, and 400-level requirements. The focus that the proposed concentration places on rhetorical theory and practice, composition studies, writing across modes and forms, practices in digital humanities, technical and professional communication, and journalism makes this concentration distinctive.

#### **E. Relevance to High-demand Programs at Historically Black Institutions**

The English major both at UMBC and at HBIs in the region are not high-demand programs. The proposed Writing, Rhetoric, and Technology (WTRT) Concentration does not duplicate existing programs at HBIs in the region and is expected to have no impact on them. **Appendix 2** provides a direct comparison between the English major concentrations at regional HBIs and the proposed concentration. None of the programs reviewed offer a focus in WTRT. This proposed concentration at UMBC is distinctive.

#### **F. Relevance to the Identity of Historically Black Institutions**

This program does not duplicate existing programs at HBIs and it is expected to have no impact on their identity or mission.

#### **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes**

1. The proposed concentration in Writing, Rhetoric, and Technology (WTRT) was designed by the English Department's curriculum committee in consultation with the Chair of English, the Scheduling Officer, the Director of the Writing and Rhetoric Division (WARD) as well as faculty input. The curriculum committee shaped the proposed concentration based on data from the Department's 2015 Academic Program Review (APR) report as well as exit interviews with graduating students, reports from the assessment committee, faculty input and broader considerations such as UMBC's strategic plan as well as the Modern Language Association's reports on the state of the field. The proposed WTRT Concentration will be overseen by the Chair of the English Department and facilitated by

members of the faculty. Twelve full-time faculty in English contribute to courses in this concentration.

2. The English department has developed eleven key learning objectives that the Assessment Committee uses to measure student achievement. See **Appendix 3** for a summary of these objectives. The English Department will continue to follow the current assessment procedures, described below from the English Department bylaws, used to evaluate the current Literature and CT tracks, with appropriate adjustments made to consider the new English 205 gateway course in the proposed Writing, Rhetoric, and Technology (WTRT) Concentration. WTRT coursework covers subjects in the following areas and fields: Rhetoric and Composition, Journalism, Technical and Professional Communication, Digital Media and Literacy Studies. Students completing a WTRT Concentration will be able to read, interpret, and write about texts and media of various forms; deploy rhetorical theories and practices in scholarly research; understand and write for a range of audiences; compose multimodally; practice writing in technical and professional modes and environments; create digital projects; understand histories of literacy; and learn best practices in journalistic research and writing.

In the required gateway course, English 205: Debunking Myths about Good Writing (see **Appendix 6** for full course description), the student learning outcomes (SLOs) are as follows:

- Students will demonstrate familiarity with a range of critical, creative, and intellectual works from the field of Writing Studies/Rhetoric and Composition.
- Students will critically attend to the various ways writing plays a role in shaping their own lives and the worlds around them.
- Students will demonstrate knowledge of the historical origin and social function of common writing myths and their effects in language and writing instruction.
- Students will produce written texts in which they critically engage the central theories and ideas of writing and rhetoric as a body of scholarly knowledge.
- Students will evidence an ability to write in multiple genres for various purposes and audiences.

- Students will illustrate the ability to describe writing practices beyond alphabetic text in an educational context, including multimodal writing, digital writing, community-based writing, etc.

The courses that follow from this introduction to the concentration each address some aspect(s) of these SLOs, established early in a student's path through the concentration. The required coursework is also organized to ensure that students are cultivating skills across the fields represented in the concentration; the course distribution outlined in Table 2 reflects a balance between key requirements and student choice. All of the courses offered have rotating full-time faculty and rotating topics under the broader course title to encourage innovation, relevancy, and timeliness. In a field that attends to new media, especially, this nimble design is necessary.

3. The English Department's bylaws outline procedures for periodic assessment across the curriculum, including the review of 400-level capstone projects, to ensure that students have met learning outcomes before graduation. **Appendix 4** shows the rubric used by the department's assessment committee to determine if and how students are meeting the program's learning objectives. **Appendix 5** outlines the procedures by which the committee collects data on student performance, including via exit interviews which are collected by the Alumni Coordinator, an elected faculty position in the department. Questions used in those exit interviews are included in this appendix.
4. The program requirements for the proposed concentration in WTRT are outlined in **Table 2**. Please note that the complete English major is 39 credits. Students can take 9 credits of English electives *in any concentration*. See G.10 for a breakdown of credits in the full degree program. Full course descriptions of all possible courses in this concentration can be reviewed in **Appendix 6**. The number of options in each category allows for students to chart their own path through the concentration, within some parameters, as described in section G.2. This is by design, as the curriculum committee recognized that students want flexibility in the curriculum to pursue courses in specialties of interest (e.g. Journalism or Visual and Digital Literacies)

**Table 2. Summary of the proposed concentration in Writing, Rhetoric, and Technology**

<b>Proposed Concentration in Writing, Rhetoric, and Technology (30 Credits)</b>
<b>Required courses (9 credits)</b> <ul style="list-style-type: none"><li>• ENGL 205: Debunking Myths about Good Writing</li><li>• ENGL 300: Texts and Contexts</li><li>• ENGL 324: Theories of Communication and Technology</li></ul>
<b>Three courses from the following (9 credits)</b> <ul style="list-style-type: none"><li>• ENGL 320: Topics in Communication and Technology</li><li>• ENGL 330: Researching Communicative Practices</li><li>• ENGL 342: Principles and Practices of Visual Literacy</li><li>• ENGL 343: Introduction to Genre Analysis</li><li>• ENGL 353: Rhetorical Theory</li><li>• ENGL 355: Communicative Practices and Play Theory</li><li>• ENGL 385: New Media and Digital Literacies</li><li>• ENGL 386: Adult Literacy Tutoring: Theory and Practice</li><li>• ENGL 387: Web Design and Multimedia Authoring</li><li>• ENGL 392: Tutorial in Writing</li></ul>
<b>One course from the following (3 credits)</b> <ul style="list-style-type: none"><li>• ENGL 379: Principals and Practices in Technical Communication</li><li>• ENGL 380: Introduction to News Writing</li><li>• ENGL 382: Feature Writing</li><li>• ENGL 383: Science Writing</li><li>• ENGL 384: Topics in Journalism</li></ul>
<b>Three 400-level WTRT courses from the following (9 credits)</b> <ul style="list-style-type: none"><li>• ENGL 407: Language in Society</li><li>• ENGL 435: Digital Humanities</li><li>• ENGL 442: Seminar in Visual Literacy</li><li>• ENGL 447: Online Voice and Community</li><li>• ENGL 449: Seminar in Genre Analysis</li><li>• ENGL 486: Seminar in Teaching Composition: Theory and Practice</li><li>• ENGL 493: Seminar in Communication and Technology</li></ul>

**Appendix 6** features a table of every course that a student in the proposed WTRT concentration could take to fulfill the concentration. English 205, 300, and 324 are required courses required of all WTRT concentrators. There are twenty-two other WTRT courses in the catalog from which students can choose to complete their concentration, organized into categories, as outlined in Table 2. All of the 400-level courses in the proposed concentration are taught on a rotating basis among faculty and carry rotating course topics. Topics are announced well in advance of each semester’s enrollment period and students are able to choose a 400-level course that suits their interests. Many of the 300-level courses are also offered under general umbrella titles with specific course topics. Titles, topics, descriptions, and notes on how each course meets criteria in the concentration are listed both in the advising guide each semester and in the searchable, online catalog which students consult to make course selections.

5. As stated on UMBC website (<https://gened.umbc.edu>), “UMBC’s General Education Program provides students the opportunity to expand the life of the mind by developing life-long habits of thought and intellectual interests.” The general education program (GEP) requirements (total of 37–45 credits) are distributed across six broad areas of academic inquiry:
  - English composition (3 credits), which lays the foundation for the writing, research, and critical thinking skills that students need to succeed and engage thoughtfully with complex issues.
  - Arts and Humanities (9 credits). Students explore the human condition and its cultural expression, past and present and consider the ethical and value systems which form the basis of thought, artifacts and individual and collective life.
  - Social Sciences (9 credits). Students examine attitudes, beliefs and social behaviors of individuals, groups and institutions, and identify factors that influence them, both past and present.
  - Mathematics (3–4 credits). Students develop problem solving abilities, including analytical and logical reasoning skills that prepares them for an increasingly complex and technological world.
  - Sciences (7–8 credits, including lab). Students obtain an understanding of the fundamental principles underlying modern scientific thought.



- Culture (6–7 credits). Students examine the global nature of society in the 21st Century, the importance of inter-cultural communication and the need for modern citizens to broaden their horizons.
  - Language (0–4 credits). Students study languages beyond English, ranging from ancient to modern, representing most major language groups of the world.
6. The proposed concentration does not require or entail any specialized accreditations or graduate certification requirements.
  7. The English department is not contracted with another institution or organization to offer this concentration.
  8. Degree requirements are listed in the UMBC Undergraduate Catalog and on the UMBC and English department websites. Each student is assigned an academic advisor in the English department. Students and advisors meet every semester to review the student's plans and course registration. A list of course numbers, topic description, and any course values is distributed to students and posted on the website well in advance of the earliest undergraduate enrollment date. Students have access to all resources necessary to succeed in the program, including the Academic Success Center. Students can ask questions about computing and technology, housing, advising and student support, classes and grades, and other topics via the Help ticket system; advisors often assist with the questions as well. Accommodations for disabilities are provided for students qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 who request services. Financial aid information is available on the UMBC website and in recruitment materials, and students applying for aid are assigned a Financial Aid Counselor.
  9. Developed for prospective students and family members, current students, and the general public, the English department's website serves as the department's primary resource for advertising the proposed Writing, Rhetoric, and Technology Concentration. This site, which is maintained by a department-appointed faculty member, presents clear and accurate information about admissions, degree

paths, advising, scholarships, Honors program and other resources.

10. Requirements to complete the degree in English with the Writing, Rhetoric, and Technology (WTRT) Concentration are broken down as follows

**GENERAL EDUCATION PROGRAM**

- English Composition 3 credits
  - Arts & Humanities 9 credits
  - Social Sciences 9 credits
  - Mathematics 3-4 credits
  - Sciences 7-8 credits
  - Culture 6-7 credits
  - Language 0-4 credits
- 37-44 credits**

**UNIVERSITY UPPER-LEVEL REQUIREMENTS 9 credits**

(to meet minimum 45 Upper-Level credit requirement)

**UNIVERSITY GENERAL CREDITS**

(at any level, from anywhere in the curriculum) **28-35 credits**

**ENGLISH WTRT CONCENTRATION (30 CREDITS)**

- Required course credits: 9 credits
  - Genre course credits: 9 credits
  - Technical/Professional Writing or Journalism: 3 credits
  - 400-level courses in WTRT: 9 credits
  - Additional English electives in *any* concentration 9 credits
- TOTAL CREDITS IN ENGLISH DEGREE: 39 credits**
- TOTAL CREDITS IN UNDERGRADUATE DEGREE: 120 credits**

**H. Adequacy of Articulation**

The Department of English at UMBC has negotiated an articulation agreement with the Community College of Baltimore County (CCBC) for students transferring to UMBC in the

Writing, Rhetoric, and Technology (WTRT) Concentration. See **Appendix 7** for the agreement letter and curriculum map.

## **I. Adequacy of Faculty Resources**

1. All faculty teaching in the English department's WTRT Concentration at UMBC have training and expertise in their specific fields of study; most have advanced degrees in their specialties. Faculty in the WTRT Concentration are ranked thus: 1 Full Professor; 2 Associate Professors; 2 Assistant Professors; 1 Professor of the Practice; 6 Lecturers. Some full-time Lecturers (non-tenure track) in the current Writing and Rhetoric division of the department (WARD), which primarily staffs English 100 and courses in the Creative Writing minor, will staff English 392 in the WTRT Concentration, as identified in **Appendix 8**. In scope of expertise and in breadth of teaching areas, the department is fully equipped to staff the proposed WTRT Concentration. Full-time faculty undergo review procedures, outlined in Section M, and receive support from a range of department, college, and university-wide faculty development programs.

2a. UMBC faculty have several opportunities to enrich their pedagogy. The Dresher Center for the Humanities offers the Humanities Teaching Labs program for faculty interested in innovating their pedagogy towards more inclusive, equitable, and diverse ends. The Faculty Development Center organizes learning communities as well as workshops and special events throughout the academic year centered on pedagogical development. The FDC also offers individual consultation on issues related to teaching. Junior faculty also have faculty mentors that provide teaching support and a structure for classroom observation. Funds like the Hrabowski Innovation Grant and the Collect of Arts, Humanities and Social Sciences Pedagogy and Teaching Award provide financial support for teaching innovation and course transformation. Faculty can also use department funds to travel to or present at professional conferences related to pedagogy.

2b. UMBC faculty use Blackboard as their learning management system and receive support from the Division of Information Technology (DoIT). DoIT provides training on Blackboard and, mostly recently, on the switch to Blackboard

Ultra, which will be completed in 2024 campus-wide. DoIT maintains a wiki with dozens of pages, tutorials, FAQs and other resources for faculty. DoIT also provides 3-day trainings for faculty seeking to offer hybrid courses for in-person and remote learning. In addition to offering workshops on using Blackboard Ultra, this division runs Skill Builder workshops, Accessibility and University Design workshops, and other instructional technology workshops. The Technology Support Center also provides assistance for Blackboard troubleshooting as well as other instructional technologies.

### **J. Adequacy of Library Resources**

The library resources for this concentration already exist. The proposed concentrations in the English major at UMBC mirror our existing tracks in the major and will require no additional library resources.

### **K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment**

The courses in this proposed concentration already exist and the current office spaces, instructional spaces and technology are sufficient to support this concentration. Upon arrival at UMBC, students are given a UMBC email address that they are expected to check on a regular basis. The majority of faculty also make use of Blackboard as their instructional technology platform and Webex for online meetings. UMBC's Division of Information Technology provides sufficient support for students, faculty, and staff in the proposed concentration.

### **L. Adequacy of Financial Resources with Documentation**

UMBC estimates that students in the proposed Literature & Culture Concentration will make up approximately 45% of the English majors in the department. (We offer two concentrations.) The proposed concentration in Writing, Rhetoric, and Technology (WTRT) anticipates growth over the next five years, culminating in a Year 5 enrollment of 92 students in the concentration. This projected increase is based on curricular adjustments in the proposed concentration that will make the major more cohesive and appealing to students' needs and professional aspirations. The new articulation agreement with CCBC will also ease students' burden with regard to cost and time to degree. As **Appendix 10** illustrates, the program expenditures will not be affected by

this change because the English department already has the faculty, staff, and facilities resources necessary to support the anticipated rise in enrollment.

### **M. Adequacy of Provisions for Evaluation of Program**

1. UMBC English uses several mechanisms for evaluating courses, faculty and students. The Department curriculum committee periodically reviews course offerings, develops new course proposals and works closely with the scheduling officer to ensure that course offerings meet the needs of students and correspond with staffing.

Courses are evaluated each semester by students filling out Student Course Evaluations (SCEs), which are also used in faculty review processes and merit allotments. SCEs are also made publicly available on the Institutional Research, Analysis & Decision Support (IRADS) website. Syllabi are also held on file in the English Department main office and are required to contain student learning outcomes for each course, like those outlined in Section G of this proposal. The English department's assessment committee also assesses its programs on a two-year cycle. The committee uses senior surveys and exit interviews, portfolios of student work, SCE questionnaires, and other information about classroom practice to assess how they align with ten program objectives outlined in the department's assessment policy document. The Committee is charged with issuing a report to the Chair and to the Dean of the College of Arts, Humanities and Social Sciences (CAHSS). The report highlights areas of success as well as ongoing issues of concern.

In addition, the Department's Alumni and Exit Interview Coordinator schedules exit interviews with graduating seniors in their last semester. Every two years, data from the exit interviews are used in the departmental assessment report required by the CAHSS Dean's office. The information gathered in these interviews informs curricular decisions and the adjustment and clarification of student learning outcomes as needed.

Faculty performance is assessed each year through the Faculty Annual Report and merit pay procedures, when relevant. Formal reviews, including Department

Promotion & Tenure reviews and Comprehensive reviews, are conducted internally according to the dictates of the department bylaws. Faculty in both the Tenure-Track and Lecturer ranks are subject to reviews, with tenure line faculty assessed in the areas of teaching, research and service and Lecturers assessed in the areas of teaching and service, per the department's workload policy.

3. Every seven years, the English department undergoes an extensive Academic Program Review (APR). According to the Office of the Provost's APR guidelines, the review has "five general purposes, as recognized by USM and the Council of Graduate Schools: quality assurance, quality improvement, accountability, identification of strategies for improvement, and providing the institution with information for prioritization of resources." In addition to a robust self-assessment, two external reviewers also assess the department in the areas of curriculum, faculty profile, teaching quality, service, student advising and research, facilities, climate, budget and other factors. Following the APR, the chair meets with senior administration to develop a strategic plan based on the self-study and then, three years following this report, the department assesses their interim progress. It is through both this APR and the Dean's semi-annual reports that the department assesses the quality of its program vis-a-vis the college and university as well as the discipline as a whole.

#### **N. Consistency with the State's Minority Student Achievement Goals**

UMBC is a minority serving institution dedicated to fostering diversity, equity and inclusion in higher education. UMBC's vision is, in part, to "advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds." As of fall 2022, the ethnicity of enrolled students was as follows: White: 30.6%; Black: 19.6%; Asian 19.3%; Foreign 15.9%, Hispanic/Latinx 7.95; Multi, Non-Hispanic, 4.8%; Unknown 1.6%; American Indian: 0.1% and Native Hawaiian: 0.1%. The percentage of students who transfer from Maryland community colleges is 78.5% of undergraduate enrollees. There were 10,625 undergraduates enrolled and 3,366 graduate students. 46.7% of students are listed as female and 53.3% as male, though these figures may differ from the ways that students identify their genders.

As of spring 2023, there were 138 declared English majors and they designate their racial/ethnic identity as follows: 50.0% White; 16.7% Black/African American; 13.8%

Asian; 14.5% Hispanic/Latino; 3.6% Two or more; 1.4% Not Specified. The proposed WTRT Concentration and the hiring priorities the department has pursued over the last five years reflect a concerted effort to make the coursework and faculty areas of expertise align with the diversity of peoples, texts, and methods in the field of rhetoric and composition and the diversity of the UMBC student body. For example, the department has recently run courses in the rhetoric of sound and racial justice, disability studies, food and identity, and the archives of Baltimore city.

**O. Relationship to Low Productivity Programs Identified by the Commission**

The proposed program is not a low productivity program.

**P. Adequacy of Distance Education Programs**

Not applicable or relevant to the English concentration in Writing, Rhetoric, and Technology.

## **Appendix 1: Comparison of Programs in the State of Maryland**

**University of Maryland College Park (UMCP)** offers a comprehensive program in English with four possible tracks. B.A. students complete an introductory course, 12 credits in historical studies, 12 credits in their track, and 9 credits of electives. The tracks include Literature and Cultural Studies; Language, Writing and Rhetoric; Media Studies; and Creative Writing. In the Literary and Cultural Studies track, students take at least two courses in the areas of Form, Genres and Poetics and National, Transnational and/or Global Literatures. With a very large faculty and dozens of courses offered, students have a very broad and diverse range of courses to choose from. UMBC's concentration in Writing, Rhetoric, and Technology (WTRT) naturally shares some overlap with UMCP's Writing and Rhetoric track, but the tracks at UMCP are a 4-course sequence instead of a full concentration in one area of study, so UMBC's proposed concentration does not duplicate the UMCP program.

**University of Maryland Global Campus (UMGC)** offers a 33-credit English degree that does not require students to select a concentration. None of the program requirements focus on rhetoric and composition studies, though some courses in the Communication Studies program overlap with those offered in the proposed WTRT concentration. The proposed WTRT Concentration does not replicate the English degree program at UMGC.

**Johns Hopkins University (JHU)** offers a B.A. and students are not required to choose a track or concentration within the degree. Only 18 credits must be taken within the English Department; the remaining credits (at least 18) are taken as general Humanities or Social Sciences classes and towards proficiency in a language other than English. The English major at JHU does not emphasize technical/professional writing, rhetoric and composition, media literacy, journalism or related fields featured in the WTRT concentration at UMBC. The proposed concentration does not, therefore, replicate JHU's programs in English.

**University of Baltimore (UB)** offers a B.A. in English with the option of taking electives in three areas of focus: Literature and Culture, Creative Writing, and Professional Writing. The Professional Writing focus has the most in common with the proposed WTRT Concentration, though with a heavier emphasis on technical and professional communications. There are no rhetoric classes listed in the electives, specifically, which



marks a key difference from the WTRT Concentration. The proposed WTRT Concentration draws heavily from the field of rhetoric and composition and from literacy studies, which is not reflected explicitly in the UB focus area. The proposed WTRT Concentration does not replicate the Professional Writing focus area at UB.

**Stevenson University** offers a bachelor's degree in English Language and Literature. Students do not select a specific track but are given flexibility at the 200- and 300-levels to select electives that align with their interests. The core courses include courses in editing and publishing; 26 credits in this major are flexible electives. There is a heavy emphasis in the curriculum on creative writing and journalism, so students majoring in English could use their electives to pursue a concentration in these areas. Stevenson also offers a BS/MS for students in English Language and Literature in which students can focus on Communication Studies. Communication studies is housed in a separate department at UMBC and is not a focal point of the WTRT Concentration. The proposed WTRT Concentration does not duplicate the English Language and Literature program at Stevenson.

**Towson University** offers a B.A. in English with tracks in Literature and in Writing and a Secondary Education Concentration. The Writing track at Towson requires students to take the majority of their core courses in literary studies. For writing courses, students choose from a range of creative writing electives as well as some courses in technical and professional communication. This track also stresses language and linguistics, which is not a area of emphasis in the proposed WTRT Concentration. In total, only 12 credits must be in the Writing track; most of the courses, then, are literary in focus. The proposed WTRT Concentration at UMBC does not replicate Towson's Writing track.

**Loyola University Maryland** offers a B.A. in English with the majority of the courses centered on literary studies. Students do not select a concentration or track in the major, but they can pursue an interdisciplinary major in English and Writing or a Writing major. The Writing Department is a discreet unit on campus. While there are parallel course offerings in, for example, rhetoric and composing for the web, these courses are offered in and housed by the Writing Department, not the English Department. The proposed concentration in WTRT within the English degree at UMBC does not replicate the English program at Loyola.

**Notre Dame of Maryland University (NDMU)** offers a B.A. in English, a minor in Drama and a Secondary Education Certificate in English. There are no courses in this major in the areas of technical/professional communication, rhetoric and composition, journalism or digital media. Courses in these disciplines are run through NDMU's Communication Arts department. The proposed WTRT Concentration at UMBC does not replicate NDMU's English degree program.

## **Appendix 2: Historically Black Institutions in the Region**

**Bowie State University (BSU)** offers a BA in English with concentrations in Creative Writing, Languages & Literature, and Secondary Education as well as an African Literature track. The programs at Bowie do not stress rhetoric and composition studies or have foci in technical and professional writing within the English department. Journalism at Bowie is housed in the Department of Communications. The proposed Writing, Rhetoric, and Technology (WTRT) Concentration at UMBC does not replicate a program at BSU.

**Coppin State University (CSU)** offers a BA in English with a Literature Concentration but does not have a concentration in Rhetoric and Composition or related fields. There is no Journalism, Communication, or Media Studies major at CSU at this time. The proposed WTRT Concentration does not replicate a program at CSU.

**Morgan State University (MSU)** offers a BA in English with concentrations in Creative Writing, Language Arts and Literature. The core courses in the English curriculum are in literary studies. There is no concentration similar to the WTRT Concentration at MSU, though some components of this concentration appear in other departments. For example, MSU has a BS in Multimedia Journalism, but this degree exists within the School of Global Journalism & Communication. The proposed WTRT Concentration at UMBC does not replicate MSU's English concentrations.

**University of Maryland, Eastern Shore (UMES)** offers a bachelor's degree in English, an English Education program, and a Digital Media Studies Program. The Digital Media Studies program more closely resembles UMBC's Media and Communications Studies major, a separate department from English. The BA in English at UMES does not have concentrations and centers literature and language; it does explicitly include rhetoric and composition studies, technical writing, or journalism. The proposed WTRT concentration at UMBC does not replicate a program at UMES.

### **Appendix 3: Learning objectives for the proposed concentration in Writing, Rhetoric, and Technology**

The first six objectives apply to the English degree at UMBC as a whole and objectives 8-9 are specific to the proposed concentration in Writing, Rhetoric, and Technology (WTRT).

Upon graduation, all English majors should be able to:

1. Demonstrate skills in critical thinking, reading, speaking, and writing, including the ability to analyze texts, to synthesize ideas, and to reflect on these activities.
2. Discuss key ideas derived from texts, generate interpretations, and acknowledge alternate points of view.
3. Write in a variety of genres in ways appropriate to various audiences.
4. Develop research questions and formulate supported arguments with the use of sources that the student locates, evaluates, and integrates effectively using accepted academic documentation styles.
5. Demonstrate basic skills in literary analysis and the study of communication, and give examples of key texts in each area.
6. Engage in inquiry beyond the classroom environment, resulting from experiences working individually or in small groups with faculty and other students, or with student publications and internships.
7. Afford students opportunities to engage in inquiry outside of the classroom by facilitating one-on-one meetings with faculty, group work among students, involvement with student publications and internships.

Students in the WTRT Concentration of the major should be able to:

8. Exhibit familiarity with theories of writing and rhetoric, their histories and practices.
9. Exhibit familiarity with various communicative media, including print-based, digital, visual, and multi-modal.

#### Appendix 4: Rubric for assessing student learning outcomes

Criteria	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Engage in critical thinking, reading, speaking, and writing, including the ability to analyze texts and synthesize ideas. Students should also be able to reflect upon these activities.			
Discuss key ideas derived from texts, generate interpretations, and acknowledge alternate points of view.			
Write in a variety of genres in ways appropriate to various audiences.			
Engage in research with appropriate methodology.			
Exhibit familiarity with basic skills in literary analysis and the study of communication, as well as with key literary texts.			
Exhibit familiarity with theoretical ideas and the ability to apply them appropriately.			

<p><b>Upon graduation, students in the <u>Writing, Rhetoric, and Technology concentration</u> of the major should be able to</b></p> <p>Exhibit familiarity with theories of rhetoric and composition, their histories and practices.</p> <p>Exhibit familiarity with various communicative media, including print-based, digital, visual, and multi-modal.</p>			
---	--	--	--

## **Appendix 5: Processes for assessing student achievement**

The English department will continue to follow the current assessment procedures, described below from the English Department Bylaws, used to evaluate the current Literature and CT tracks, with appropriate adjustments made to consider the new English 205 required course, which serves as the gateway course to the proposed Writing, Rhetoric, and Technology (WTRT) Concentration.

### Tools for Assessment

To assess its program objectives, the Department will use senior surveys and exit interviews, portfolios of student work, student course evaluation questionnaires, and other information about classroom practice in the Department. Objectives 1, 3, 4, 5, 6, 7, 8, 9, 10 will be primarily assessed through analysis of portfolios of senior level student work. Objectives 2 and 11 will be primarily assessed through analysis of surveys, exit interviews, student evaluation data and other information about classroom practice in the Department.

### Process of Assessment

The Department assesses programs on a three-year cycle. An Assessment Committee develops the tools for assessment and to collect data. The Committee generates rules for the sampling of student work, which should be submitted voluntarily. The Committee issues a report to the Chair and to the Dean of the College of Arts, Humanities and Social Sciences. This report will make recommendations for programmatic change based on the committee's analysis of assessment data, which will inform the department's ongoing planning process. The report also catalogs changes in the department's ability to reach its programmatic objectives, and will highlight areas of success as well as ongoing issues of concern.

Over the course of two years, the Assessment Committee collects the following data: (1) Papers from 400-level courses, including senior seminars, and (2) exit interviews from graduating seniors. These exit reviews are designed to elicit students' judgments about their acquisition of the English Department's learning objectives for the major. Appendix 4 illustrates the English Department's learning objectives. Exit interview questions can be found below. It should be noted, however, that the



The Committee analyzes these data to determine the levels at which students fulfilled the department's learning objectives. To evaluate the 400-level course papers, three committee members rank each paper at the level it met departmental learning objectives: "exceeds expectations," "meets expectations," and "doesn't meet expectations." The 400-level course papers represent the culmination of students' learning and application of skills developed through their four years.

To analyze the senior exit interviews, one committee member develops a list to calculate students' responses to interview questions, totally the responses of "yes," "maybe," and "no." These totals give a quantitative measure of how students evaluate their own acquisition of departmental learning goals.

### **Exit Interview Questions for Graduates of the Proposed Writing, Rhetoric, and Composition Concentration**

#### **GENERAL QUESTION**

- What do you wish you could have spent more time on? Why?

#### **OBJECTIVE 1: General Skills**

- How have your skills in *critical thinking* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?
- How have your skills in *reading* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?
- How have your skills in *writing* improved as a result of your studies as an English major at UMBC? Can you provide a specific example?

#### **OBJECTIVE 2: Comprehension & Analysis Skills**

- How well have your courses in the English curriculum prepared you to grasp the meaning of, interpret, and discuss a variety of texts?
- How well did your courses in the English curriculum prepare you to acknowledge alternate points of view in your readings and during class discussion?
- Were you able to take what you learned in class and apply this knowledge to other courses you were taking?

### **OBJECTIVE 3: Writing Skills**

- How have your courses as an English major strengthened your ability to write for a specific audience?
- Have your classes as an English major helped you to understand the difference between stating an opinion and writing an argument? What is the difference?
- How has your coursework in English prepared you to use the writings of others to back up your claims in your own writing?

### **Required Courses**

- What is one specific important thing you felt you learned from English 205 (Debunking Myths about Good Writing )? Why?
- What is one specific important thing you felt you learned from English 300 (Texts and Contexts)? Why?
- What is one specific important thing you felt you learned from English 324 (Theories of Communication and Technology)? Why?

### **Writing, Rhetoric, and Technology Concentration**

- Did you find it valuable to study current theories of communication and technology and their practice (English 324)? Why?
- How well did the 300-level classes in the WTRT concentration prepare you to read, analyze and create a range of texts in different formats?
- Did your WTRT category classes build upon or make use of the skills you learned in English 205, 300, and 324?

### **400-level Courses**

- Which 400-level courses did you take, and why did you choose them? How did they build upon or make use of the skills you acquired in your previous classes as an English major?
- In a 400-level course, in general:
  - Were you confident in your ability to conduct an independent research project?
  - What is one specific thing you felt you learned?

## **Extracurricular Learning**

- How accessible were your professors outside of class? Did you meet with them to discuss any questions you had about the course material? If so, were these meetings helpful?
- How much collaborative work did you do as an English major? What was one important thing you felt you learned in collaborating with other students?
- Were you involved in any extracurricular student activities (such as student publications or internships) that contributed to your learning experience as an English major?

## **OVERALL**

- Compared to the way you thought about things before you started college, to what extent and how, if at all, has majoring in English influenced the way you think about things now?

**Appendix 6: Description of courses offered in the proposed Writing, Rhetoric, and Technology concentration**

Course Number	Course Title	Credit Hours	Course Catalog Description
<p><b>REQUIRED COURSE</b> ENGL 205</p>	<p>Debunking Myths about Good Writing</p>	<p>3</p>	<p>This course explores myths about “good writing.” Despite the emphasis schools place on the importance of writing, many students still describe themselves as “bad writers,” and employers often lament the quality of writing that their employees produce. As a result, many people have argued that literacy is in crisis—that students can’t write. This course will examine myths that have contributed to this perceived crisis about writing. These myths include “some people are just born good writers,” “rhetoric is merely empty words,” and “good writing only involves mastering the rules of grammar and punctuation.” Students will read scholarship from the field of writing and rhetoric to counter these myths and examine how writing is used across contexts for various purposes and audiences, including private life, public spaces, and the workplace.</p>

			Students will gain skills using multiple kinds of writing technologies, from print to AI, and produce texts that explore what it means to be a “good writer.”
<b>REQUIRED COURSE</b> ENGL 300	Texts and Contexts	3	This course exposes students to critical traditions and techniques in the analysis of a wide variety of texts, including those produced in professional, academic, and domestic settings. Central to this analysis will be consideration of the historical contexts in which these texts are created and experienced, and the people and tools involved in these processes. Students enrolled in the course will gain insights to the rhetorical dimension of communication by examining how texts composed in various media—oral, written, visual, blended—are produced, responded to, circulated, and adapted to new purposes. Students will be required to produce texts using various sorts of media.
<b>REQUIRED COURSE</b> ENGL 324	Theories of Technology and Communication	3	This course focuses on important theories and issues in communication and technology studies, exploring them from

			<p>various historical and contemporary perspectives. Students will become acquainted with the major movements in the field and the scholars who have shaped them.</p>
<p><b>Three courses from the following (9 credits)</b></p>			
ENGL 320	Topics in Communication and Technology	3	<p>A study of key areas of inquiry in the field of communication and technology. Topics to be announced each semester offered. This course is repeatable for a maximum of 6 credits.</p>
ENGL 330	Researching Communicative Practices	3	<p>This course examines some of the issues, questions, concerns, and challenges faced by those interested in learning about why, how, and when people use writing and other communicative tools to help them accomplish specific goals. The course examines the way school-based writing has been researched and represented as well as how communicative practices associated with the workplace, the home, and the community have been researched and represented. Some of the questions this course seeks to address: What do researchers hope to gain by examining how</p>

			<p>children, college-aged students, famous writers, housewives, prisoners, office workers, web designers, and engineering teams use writing as well as other communicative resources to accomplish specific objectives? How do researchers decide upon their methods, and how do they choose their projects' participants? Finally, how are the results of their studies represented for an audience? Students will be required to research and write about various communicative practices, including ones in their own lives.</p>
ENGL 342	Principles and Practices of Visual Literacy	3	<p>This course emphasizes the visual aspect of communication and its important role in meaning-making. Now, perhaps more than ever, visual images are used to produce, represent, identify, and circulate information. The facility to code and decode these visual images is an essential part of what it means to be literate today. Exploring the conventions of visual communication as well as the adaptation of those conventions to specific situations, students will read about visual literacy, analyze specific instances of visual</p>

			communication, and construct visuals that communicate meaning in various contexts.
ENGL 343	Introduction to Genre Analysis	3	This course explores the role of genre in shaping society and the everyday actions of individuals. Students will explore the following questions: What constitutes a genre, and what functions does it accomplish in the world? How does a genre work to stabilize knowledge and particular realities in various contexts? How can the use of genre promote social change? What happens when genre expectations are not met, that is, when the genre conventions accepted by a particular community are flouted either intentionally or by mistake? As students formulate answers to these questions, they will come to understand genres not as static categories but as dynamic ways of processing information that shape the world we inhabit.
ENGL 353	Rhetorical Theory	3	This course provides an introduction to the concept of rhetorical theory and explores a number of theories that have developed with the purpose of understanding language in use.



			<p>Readings may include classical as well as modern rhetorical theories and will map the evolution of various rhetorical concepts such as audience and context. Because the study of rhetoric seeks to explain the material and ideological effects of language, students will be asked to make connections between everyday language use and broader issues of identity, power and agency.</p>
ENGL 355	Communicative Practices and Play Theory	3	<p>In his 2005 publication, "At Play in the Fields of Writing: A Serio-Ludic Rhetoric," Albert Rouzie argues that "the deeply entrenched divisions between work and play, seriousness and frivolity, and order and chaos...ultimately impoverished our culture's approach to literacy" (27). This course will explore how some of these "deeply entrenched divisions between work and play" came about, and then it will examine how recent attempts to anneal the work/play split promise to positively impact our abilities to make and negotiate meaning in a rapidly changing world. Course readings will be drawn from a variety of fields and disciplines</p>

			including Rhetoric and Composition, Literacy Studies, New Media Studies, Gaming Studies, Sociology, Psychology, Education and Anthropology. Recommended Preparation: ENGL 100 and a 200-level English course with grades of C or better.
ENGL 385	New Media and Digital Literacies	3	This course aims to promote “digital literacy.” That is, it aims to help students gain understanding of the ways in which new media are used to produce, consume, and represent information and cultural objects, processes that are increasingly linked to the production of culture itself. To this end, students will analyze the technologies and artifacts of new media. As students read, analyze, and construct new media texts, they will learn about the historical and theoretical contexts for the development of these dynamic and still emerging technologies. Students will come to understand the ways in which these technologies are increasingly responsible for the cultural landscape of our daily lives.

ENGL 386	Adult Literacy Tutoring: Theory and Practice	3	<p>Students in this course will discuss theories of language and literacy acquisition pertaining to adult learners. They will then apply these theories in actual tutoring experiences. In addition, students will read and respond in writing to contemporary research concerning the social, political, and economic causes of illiteracy as well as suggested ways to ameliorate illiteracy on the social and individual levels. Authors whose work students may read include Paulo Freire, John Dewey, W.E.B. DuBois, Mike Rose, Glenda Hull, and Denny Taylor. This course requires that students spend four hours per week serving as tutors to adult literacy learners in a Baltimore City community center.</p>
ENGL 387	Web Design and Multimedia Authoring	3	<p>This course will give students a foundation in the production and analysis of digital texts. Like other kinds of texts, digital texts require the exercise of language: in this case, the “languages” of code and image. We will thus learn to use Hypertext Markup Language (XHTML) and Cascading Style Sheets (CSS) – the code basis of web texts – in order to gain a thorough understanding of</p>

			digital writing. We will also learn to “read” digital texts in their many incarnations – web texts, hypertexts, and interactive media (CD/DVD) texts. We will learn the complexities of digital narrative and design, and learn how to compose creative and critical texts in our new medium.
ENGL 392	Tutorial in Writing	3	This course in research writing expands students’ experience with scholarly sources and other sources, such as journalism and media, interviews and observation, and archival materials. Students will use these to develop writing projects that explore complex questions related to their academic or career interests. The course's small-group tutorial setting employs extensive peer and instructor feedback to foster the development of the writing.
<b>One course from the following (3 credits)</b>			
ENGL 379	Principles and Practices in Technical Communication	3	This course introduces students to writing that communicates information, often of a technical nature, to non-experts who must use or act upon that information. Students will analyze and practice a variety of genres, including

			<p>memos, reports, instructions and proposals; learn techniques of audience accommodation; and explore rhetorical principles involved in researching, designing, drafting and testing effective documents. Students can expect to work collaboratively and to develop their skills in producing multimedia documents.</p>
ENGL 380	Introduction to News Writing	3	<p>An introduction to news reporting with emphasis on techniques of news gathering and the principles of editing. The course explores problems of news reporting in the various mass media.</p>
ENGL 382	Feature Writing	3	<p>An introduction to writing feature and magazine-length articles for publication. The material will be gathered by the student on people, places, things and activities in and around Baltimore. The course includes research and interviewing techniques, writing for a specific audience or market, and practice in editing manuscripts.</p>
ENGL 383	Science Writing	3	<p>This course introduces the student to the realities of modern print journalism and offers supervised practice in</p>

			preparing various types of stories on scientific subjects. The three major areas of concentration are media for science communications, translating the languages of science and writing the science story.
ENGL 384	Topics in Journalism	3	Topics will focus closely on areas of journalism ranging from historical trends in journalism in the 19th and early 20th century as well as the rise of the tabloid press and the modern development of digital news media. Topics may include the history of the press in the United States, press law, the significance of other news media such as television and radio broadcasting, and the ways that the Internet and digital news coverage have changed the way we become informed about local, regional, national and international news. Topics to be announced each semester offered. This course is repeatable for a maximum of 9 credits or 3 attempts.
<b>Three courses from the following (9 credits)</b>			
ENGL 407	Language in Society	3	In this course, students will study written texts and documents to learn how language actually

			<p>functions in various social settings. It provides students with essential skills and methods of sociolinguistic analysis in the context of actual discourse communities. Students also will learn the politics of language use in various academic and professional contexts and the crucial role language plays in shaping our physical, cultural and economic realities.</p>
ENGL 435	Digital Humanities	3	<p>This course will provide an undergraduate-level exposure to the digital humanities, covering several distinct areas within the field including humanities computing, critical code studies, and new media studies. It will introduce students to foundational and state-of-the-art humanities computing tools for the analysis and archiving of texts, and expose students to current trends in and criticism of digital literature and interactive fiction/game theory. Students will be expected to work with code and software tools. This course is repeatable for a maximum of 9 credits or 3 attempts.</p>

ENGL 442	Seminar in Visual Literacy	3	<p>This course focuses on the impact of new media on an evolving visual and technological literacy. The course will examine literacy development and expectations in contemporary communication forms. To ground this study, we will begin with a solid history of literacy development, both visual and textual, across cultures. The course goal is both to understand how we see and how we communicate in various cultural contexts. Practical applications will include both composing and designing in the computer-mediated classroom. We will explore art history, reading and writing theory, and the evolution and sociological expectations of literacy development.</p> <p>Technology's impact on our literacy practices is great in scope; only by comparing print literacy with electronic literacy can we truly begin to understand, interpret, and create documents that meet contemporary visual and textual literacy expectations.</p>
ENGL 447	Online Voice and Community	3	<p>The social capital that shapes communities can be strengthened by technology. In fact, online communities, across cultures, have provided the space</p>



			<p>for disenfranchised and silenced voices – voices for literacy, for freedom, for politics, for support, for justice. The purposes vary, but the design, engagement, and outcome of successful online communities all share the attribute of valued voice. Using Kollack, Powazek and others, students will examine culturally specific online communities, analyzing text, voice, ethics, language, and structure. As well as studying, evaluating, and analyzing aspects of online voice, students will participate in online communities. The course will incorporate online communication as well as traditional writing processes. This course is repeatable for a maximum of 12 credits.</p>
ENGL 449	Genre Analysis	3	<p>Taught in an electronic classroom, Genre Analysis will be guided by the theory and methodologies, primarily, of Swales and Bakhtin. Students will conduct what Swales calls textographies or studies of text and situation. In particular, we will examine the rhetoric of academia, science, media and law, both print and electronic. During the course, students will</p>

			<p>employ multi-methodologies to study text, including observation, discourse analysis, interview, and think-aloud protocols. We will also investigate academic writing and the development of academic language and literacy. The face-to-face course will incorporate online communication, as well as traditional writing processes and will explore rhetorical analysis as compared to genre analysis.</p>
ENGL 486	Seminar in Teaching Composition: Theory and Practice	3	<p>This course examines our changing understanding of the teaching of composition during the past 30 years by tracing key theories and pedagogies across this period. These sometimes-conflicting approaches to the teaching of writing include the following orientations: cognitive, expressivist, social constructivist and political. The course is intended for current and prospective teachers of English at elementary, secondary and post-secondary levels.</p>
ENGL 493	Seminar in Communication and Technology	3	<p>Intensive review of issues and research in communication and technology. Emphasis may vary from historical to contemporary and include various objects of</p>

			<p>inquiry and research methods. Note: May be repeated for created with permission of the instructor. Recommended Preparation: Senior standing and permission of the instructor. This course is repeatable for a maximum of 6 credits or 2 attempts.</p>
--	--	--	--

## Appendix 8. Full Time Faculty in the Writing, Rhetoric, and Technology Concentration

Name	Title	Terminal Degree/Field	Courses Taught/Will Teach
Lucille McCarthy	Professor (Full time)	Ph.D., University of Pennsylvania, Rhetoric and Composition, Writing in the Professions, Writing Pedagogy	<b>ENGL 205:</b> Debunking Myths About Good Writing <b>ENGL 300:</b> Analysis of Texts & Contexts <b>ENGL 330:</b> Research in Communicative Practices <b>ENGL 386:</b> Adult Literacy Tutoring <b>ENGL 407:</b> Language and Society <b>ENGL 486:</b> Seminar in Teaching Composition <b>ENGL 493:</b> Seminar in Communication and Technology
Jennifer Maher	Associate Professor (Full time)	Ph.D., Iowa State University, Rhetoric, Software Studies, and Technical Communication	<b>ENGL 205:</b> Myths About Good Writing <b>ENGL 300:</b> Analysis of Texts & Contexts <b>ENGL 324:</b> Theories of Communication and Technology <b>ENGL 393:</b> Technical Editing <b>ENGL 379:</b> Principles and Practices in Technical Communication <b>ENGL 449:</b> Seminar in

			Genre Analysis <b>ENGL 493:</b> Seminar in Communication and Technology
Jody Shipka	Associate Professor (Full time)	Ph.D., University of Illinois at Urbana-Champaign, Rhetoric and Composition, Multimodal Discourse, Activity Theory, and Play Theory	<b>ENGL 205:</b> Myths About Good Writing <b>ENGL 300:</b> Analysis of Texts & Context <b>ENGL 324:</b> Theories of Communication and Technology <b>ENGL 342:</b> Principles and Practices of Visual Literacy <b>ENGL 379:</b> Principles and Practices in Technical Communication <b>ENGL 442:</b> Seminar in Visual Literacy <b>ENGL 493:</b> Seminar in Communication and Technology
Drew Holladay	Assistant Professor (Full time)	Ph.D., University of Louisville, Rhetoric of Health and Medicine, Disability Studies, and Digital Humanities	<b>ENGL 205:</b> Myths About Good Writing <b>ENGL 300:</b> Analysis of Texts & Contexts <b>ENGL 320:</b> Topics in Communication and Technology <b>ENGL 324:</b> Theories of Communication and Technology <b>ENGL 385:</b> New Media

			<p>and Digital Literacies</p> <p><b>ENGL 387:</b> Web Design and Multimedia Authoring</p> <p><b>ENGL 493:</b> Seminar in Communication and Technology</p>
Earl Brooks	Assistant Professor (Full time)	Ph.D., Pennsylvania State University, Rhetoric and Composition, Sound Studies, Black music	<p><b>ENGL 205:</b> Myths About Good Writing</p> <p><b>ENGL 240:</b> Writing for Social Change</p> <p><b>ENGL 300:</b> Analysis of Texts &amp; Contexts</p> <p><b>ENGL 320:</b> Topics in Communication and Technology</p> <p><b>ENGL 324:</b> Theories of Communication and Technology</p> <p><b>ENGL 385:</b> New Media and Digital Literacies</p> <p><b>ENGL 493:</b> Seminar in Communication and Technology</p>
Deborah Rudacille	Professor of the Practice (Full time)	M.A., Johns Hopkins University, Journalism and Science Writing	<p><b>ENGL 380:</b> Introduction to News Writing</p> <p><b>ENGL 382:</b> Feature Writing</p> <p><b>ENGL 383:</b> Science Writing</p> <p><b>ENGL 384:</b> Topics in Journalism</p> <p><b>ENGL 481:</b> Advanced</p>

			Topics in Journalism
Carol Fitzpatrick	Principal Lecturer (Full time)	M.A., SUNY Stony Brook, Rhetoric and Composition, Southern Literature, Grammar	<b>ENGL 392:</b> Tutorial in Writing
Sally Shivnan	Principal Lecturer (Full Time)	M.F.A., George Mason University, Creative Nonfiction, Travel Writing, Welsh Literature	<b>ENGL 392:</b> Tutorial in Writing
Tanya Olson	Senior Lecturer (Full time)	Ph.D., University of North Carolina at Greensboro, Irish Studies, Gender and Sexuality Studies, Composition, Technical Writing	<b>ENGL 392:</b> Tutorial in Writing
Ryan Bloom	Senior Lecturer (Full time)	M.F.A, American University, Literary Translation, Fiction, and Composition Education	<b>ENGL 392:</b> Tutorial in Writing
Brian Dunnigan	Lecturer (Full time)	M.A., American University, Critical Pedagogy, Composition,	<b>ENGL 392:</b> Tutorial in Writing
Nicole Pekarske	Lecturer (Full time)	Ph.D., Composition, Poetry and Poetics	<b>ENGL 392:</b> Tutorial in Writing

## Appendix 9

**Table 1: Program Resources**

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2 . Tuition/Fee Revenue  (c + g below)	0	0	0	0	0
a. Number of F/T Students	60	68	76	84	92
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0.0 0	\$0.00	\$0.00	\$0.00	\$0.00
f. Annual Credit Hour Rate	\$0.0 0	\$0.00	\$0.00	\$0.00	\$0.00
g. Total P/T Revenue  (d x e x f)	0	0	0	0	0
1. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (add 1-4)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>



## Appendix 10. Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0 <sup>8</sup>	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
<b>TOTAL (add 1-7)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>8</sup> The courses required for the proposed concentration in Writing, Rhetoric, and Technology are already offered by existing English department faculty. There are no new expenses required to run the program. While enrollment is expected to rise to levels more on par with AY 2018/19 and keep pace with estimated enrollments in the proposed Literature & Culture Concentration, we do not anticipate a meaningful change in revenue compared with recent years.