

Cover/Signature Page – Full Template

Institution Submitting Request: *University of Utah*
Proposed Title: *BA/BS in Writing and Rhetoric Studies*
School or Division or Location: *College of Humanities*
Department(s) or Area(s) Location: *University Writing Program*
Recommended Classification of Instructional Programs (CIP) Code¹: *23.1304*
Proposed Beginning Date: *07/01/2013*
Institutional Board of Trustees' Approval Date: *3/12/2013*

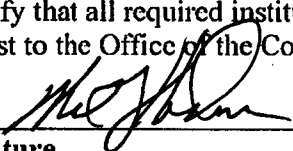
Proposal Type (check all that apply):

Request Approval from	
R401-4 and R401-5 Approval by Committee of the Whole	
SECTION NO.	REQUEST
4.1.1	Associate of Applied Science Degree
4.1.2	Associate of Arts Degree
	Associate of Science Degree
4.1.3	Specialized Associate Degree
4.1.4 X	Baccalaureate Degree
4.1.5	K-12 School Personnel Programs
4.1.6	Master's Degree
4.1.7	Doctoral Degree
5.2.2	Certificate of Completion
5.2.4	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature



Date: MM/DD/YEAR

3/12/13

Printed Name: Name of CAO or Designee

Michael L. Hardman

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see

Executive Summary
University of Utah
BA/BS in Writing and Rhetoric Studies
07/01/2013

Program Description

Students learn how writing is rhetorically defined, positioned, valued and purposefully used as a means for enculturation and participation in multiple settings—in schools, the workplace, political arenas, and in popular cultural contexts. They study rhetoric and writing in local, national and international settings, examining technologies and rhetorical strategies for making and interpreting many visual, digital, and print texts. The purpose of the degree is to provide students the rhetorical and written skills to address the needs of a more globalized, international world in which the understanding and production of writing are becoming increasingly important.

Role and Mission Fit

According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their academic, professional, and civic lives. Knowing how to write is integral to success in these various arenas.

Faculty.

All courses currently exist and are being taught by core Writing Program faculty and affiliated faculty. Affiliated faculty are those from other departments who teach courses directly related to the major, and with whom we collaborate. For example, an affiliated professor in Classics directs the Study Abroad Program to Greece, where students can study first-hand the country where the rhetorical tradition began. In Communication, an affiliated professor teaches courses in Technology and Culture, including "Writing for New Media." Affiliated faculty are those whose scholarly interests and publications are related to the discipline of Writing and Rhetoric Studies and from whom we would encourage students to take classes. Courses are regularly scheduled for students to complete the degree in a timely manner. A major would not affect the current offerings.

Market Demand

The Association of Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century (p. 12). Students will be prepared for careers in publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law and medicine, as well as for graduate work in Rhetoric and Writing Studies.

Student Demand

In recent years students have applied through the Bachelor of University Studies Program (BUS) to pursue a degree in Writing and Rhetoric Studies. In 2007, the University graduated the first student with a BUS with such a degree. The curriculum also appeals to students seeking a second major. Currently 25 students have declared a minor in the area.

Statement of Financial Support.

Appropriated FundX
Special Legislative Appropriation☐
Grants and Contracts☐
Special Fees/Differential Tuition☐
Other (please describe).....☐

Similar Programs Already Offered in the USHE

The new major would have no impact on other USHE institutions. Students enrolling in the new major would be students already enrolled at the University of Utah. In Utah, three institutions offer an emphasis in writing through the Department of English. Utah State and Weber State offer a major in Technical and Professional Writing and Utah Valley University offers a major in Writing Studies. These, too, are different from the proposed major in that in addition to the courses that comprise the major, students select core elective courses from creative writing or literature through an English Department. The Writing Certificate at Salt Lake Community College offers courses at the lower-division, but does not provide a major

**Utah System of Higher Education
Proposal to Establish a BA/BS in Writing and Rhetoric Studies
College of Humanities
University of Utah**

Section I: The Request

The University of Utah requests approval to offer a **BA/BS degree in Writing and Rhetoric Studies** effective **July 1, 2013**.

Section II: Program Description

Complete Program Description

The Writing and Rhetoric Studies BA/BS examines rhetoric and writing, not simply as a general skill, but as a set of social practices in unique historical and cultural contexts. The major grounds students in the history and social conditions of writing and rhetoric from ancient rhetorical practices to contemporary activities of digital writing. Students learn how writing is rhetorically defined, positioned, valued and purposefully used as a means for enculturation and participation in multiple settings—in schools, the workplace, political arenas, and in popular cultural contexts. They study rhetoric and writing in local, national and international settings, examining technologies and rhetorical strategies for making and interpreting many visual, digital, and print texts. All of these approaches to the study of rhetoric and writing are incorporated into the major; the manner in which the degree is designed enables students to better understand and participate in the social practices that comprise and define Writing and Rhetoric Studies. The degree will also enhance students' understanding of writing in their own unique academic contexts as they apply rhetorical knowledge about how writing functions in specific concentrations. To clarify, rhetoric is the art of employing language to persuade people to consider ideas, beliefs, and propositions. The goal of the student of rhetoric is to "regularly produce [effective] writing that can be read and will be read" (Corbett, 2000, p. 34).

Purpose of Degree

The purpose of the degree is to provide students the rhetorical skills to address the needs of a more globalized, international world in which the understanding and production of writing are becoming increasingly important. The degree also provides students an important opportunity to study a discipline that is integral to contemporary everyday life. A major in Writing and Rhetoric Studies would be beneficial to students who have an interest in the production, circulation, uses, and effects of texts. They will learn about the history of writing and how it has been used to disseminate knowledge, as well as the impact of that information in education, the workplace, and in society. Students studying Writing and Rhetoric Studies will be more adept at using rhetorical knowledge to enhance their writing in multiple situations. Finally, the degree takes advantage of the many writing-related research and pedagogical resources currently available at the University of Utah.

Institutional Readiness

The major in Writing and Rhetoric Studies can be seen as an outgrowth of the current minor. The minor has generated wide interest and, as a result, has steadily grown over the past five years from 3 to 25 students, with many more students expressing interest. The two affiliated departments' faculty members — Communication and English — were consulted and supported the major (see attached letters of support).

Faculty

All courses currently exist and are being taught by core Writing Program faculty and affiliated faculty. Affiliated faculty are those from other departments who teach courses directly related to the major, and with whom we collaborate. For example, Prof. Randall Stewart in Classics directs the Study Abroad Program to Greece, where students can study first-hand the country where the rhetorical tradition began. In Communication, Prof. Robert Gehl teaches courses in Technology and Culture, including "Writing for New Media." Affiliated faculty are those whose scholarly interests and publications are related to the discipline of Rhetoric and Writing and from whom we would encourage students to take classes. Courses are regularly scheduled for students to complete the degree in a timely manner.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	5	0	5
Full-time Non-Tenured	5	0	5
Part-time Tenured	0	0	0
Part-time Non-Tenured	6	0	6
With Master's Degrees	0	0	0
Full-time Tenured	0	0	0
Full-time Non-Tenured	8	0	8
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Bachelor's Degrees	0	0	0
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other	0	0	0
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty	25		25
Full-time Tenured	05	0	05
Full-time Non-Tenured	13	0	13
Part-time Tenured	00	0	00
Part-time Non-Tenured	07	0	07
Total Department Faculty FTE (As reported in the most	17.25	0	17.25

recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program Implementation.")	17.25		17.25
--	-------	--	-------

Staff

The University Writing Program is a free-standing administrative unit and can handle all advising and scheduling issues with its current staff. An advisor trained by the Assistant Dean, Undergraduate Affairs in the College of Humanities, will oversee administration of the major. The advisor will be part of the advising team in the College of Humanities.

Library and Information Resources

Library resources are abundant. A review of the holdings in the J. Willard Marriott Library demonstrates that it has extensive holdings in Writing and Rhetoric Studies, including monographs, databases, and online journals specific to the discipline of Writing and Rhetoric Studies (see attached letters of support).

Admission Requirements

Students must be in good standing at the University of Utah. They must also have completed WRTG 2010 or its equivalent with a grade of C- or better before being admitted into the major.

Student Advisement

The major will be housed in the University Writing Program, which will also provide advising to students through a trained staff advisor. The advisor will be part of the advising team in the College of Humanities.

Justification for Graduation Standards and Number of Credits

The major will consist of 33 credit hours, a typical concentration of hours for a degree in the College of Humanities. Similar majors at other institutions range from 27- 35 credit hours. Students will also be required to fulfill the University of Utah graduation requirements for a total of 126 credit hours.

External Review and Accreditation

The major in Writing and Rhetoric Studies will be part of regular internal and external reviews for departments housed in the College of Humanities.

Advisory Board

The Writing Board will be reinstated, with faculty members representing various writing interests from across campus. The Board will meet annually to discuss writing on campus and specific needs for students and faculty members. Additionally, selected faculty members from the Departments of Communication and English, and the University Writing Program will meet annually to discuss and coordinate curricula.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed	0	0	0	4	7	10

Program						
Total # of Declared Majors in Proposed Program	0	5	10	20	25	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	17.26	17.25	17.25	17.25	17.25	17.25
Total Department Student FTE (Based on Fall Third Week)						
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)						
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The major is an outgrowth of the minor, which has grown substantially in recent years. Below is a table that explains the growth of the minor over the past five years.

Year	Headcount	SCH
2007-08	03	27
2008-09	03	27
2009-10	09	81
2010-11	16	144
2011-12	23	207

Section III: Need

Program Need

Since *Newsweek's* 1975 publication of "Why Johnny Can't Write," numerous reports have underscored the importance and need for improved writing skills that not only possess mechanical correctness, but also writing ability that responds to complex rhetorical situations. With writing becoming increasingly more critical to communication in a globalized world, students awarded degrees in higher education are expected to write--and write well. Students across all disciplines are expected to articulate ideas and concepts to those in their areas of study, and to take that ability into the workplace. In the introduction to the report by The National Commission on Writing, Bob Kerry, President of New School University writes, "individual opportunity in the United States depends critically on the ability to present one's thoughts coherently, cogently, and persuasively on paper" (2004, p.5). The respondents to the survey overwhelmingly agreed that writing plays an important role in the daily life of employees. Similar in tone, the Association of Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century (p. 12).

The proposed major in Writing and Rhetoric Studies addresses the need—expressed by university faculty and other community members—to ensure that exemplary writing teaching is available in a cohesive university program for all students. However, the major goes beyond addressing these skills. Writing is a technology of communication that has a long history in many contexts. The major explores how written texts have been used in different societies and cultures, as a means to record, enact, and embody values and practices. Some of its objects include writing as a symbol of elevated, literate identities; writing as a function of schooling and ranking elite and non-elite populations; psychologies of writing that address writers' block, creativity, originality; various means of preserving texts as cultural artifacts; and technologies of writing, including tools of production —presses-to-printers, typewriters, computers, and beyond

Writing is particularly key to contemporary trends in cultural and technological developments. To the extent that people and information circulate in a globalizing world, writing is a means by which humans forge and maintain connections. As English evolves as an international language, writers will need to hone their abilities to anticipate increasingly diverse audience needs and expectations. Courses that comprise the core of the proposed major address these present realities, as well as ground students in long-standing good writing practices.

Clearly, writing plays an important role in an increasingly complex world. Yet, many students are not prepared to engage in the types of writing required of them as they learn to consider and engage such issues in higher education. Recently in a special report from the Chronicle of Higher Education, "School and College," Alvin Sanoff writes that 44% of the professors who responded to his survey say students are not well prepared for college-level writing (2006, p. 9). According to Sanoff's respondents 70% of college professors assigned papers longer than 5 pages, while only 39 % of high school teachers did so (p. 9). The Writing and Rhetoric Studies major provides a foundation for the writing students will do in their professional and personal lives. The degree draws from courses that inform writing theory and practice, providing skill-based knowledge as well.

The University Writing Program was established in 1983. At that time, there was discussion of a major in the future, once the Program was well established. Today the University Writing Program offers a number and variety of courses that easily comprise a plan of study for students that desire a degree in Writing and Rhetoric Studies. The combination of courses facilitates a better understanding of the importance of rhetoric and writing as students learn how writing functions in society (locally and globally), circulates among various groups and hierarchies and how writing is the medium through which ideas and trade cross international datelines. No major in Writing and Rhetoric Studies yet exists in Utah.

Labor Market Demand

The demand for quality writers in the workplace is high, as indicated above. The ability to write is one of the most critical skills in the workplace. According to The National Commission on Writing (2004), corporations spend billions of dollars a year to improve the writing skills of their employees. Students who major in Writing and Rhetoric Studies will have a better understanding of how to think about writing, to adapt their writing for different situations and audiences, and to construct better texts. In short, they will have an advantage over others who do not have this background. Students with the degree will be prepared not only to be better writers in their own areas of expertise, but will be better prepared for successful careers as writers and communications specialists in a range of fields: publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law and medicine, as well as for graduate work in rhetoric/composition.

Student Demand

Writing and Rhetoric Studies majors are increasing nationally. Our major would place the University of Utah among other top institutions such as the University of Texas-Austin and the University of Minnesota, which now offer similar majors. However, our major is unique in that students can tailor their interest in studying writing with courses from other departments. The curriculum allows students to design their own degree, emphasizing the areas that are most relevant for their pursuits. Thus, students with different needs are able to pursue them through the configuration of the degree. In recent years several students have applied through the Bachelor of University Studies Program (BUS) to pursue a degree in Writing and Rhetoric Studies. In 2007, the University graduated the first student with a BUS with such a degree. The curriculum would also appeal to students seeking a second major. Currently 25 students have declared a minor in the area. (see attached letters of support).

Similar Programs Approximately 60 institutions offer majors in Writing and Rhetoric Studies throughout the United States, although the one most similar to ours is the University of Texas-Austin. In the Intermountain West, Montana State University and University of Nevada—Reno offer a BA with an emphasis in Writing Studies. The curriculum they offer varies from the proposed one in that the courses draw from those offered within an English Department (Creative Writing, Literature, Technical Writing, Rhetoric). Other institutions include Arizona State University at the Polytechnic; University of Arkansas; Clemson University; Eastern Michigan State University; University of Florida; Georgia State University; University of Illinois-Champaign/Urbana; James Madison University; Marquette University; MIT; University of Montana; University of Nevada-Reno; University of New Mexico; North Carolina State University; University of Pittsburgh; Purdue University; University of Rhode Island; University of South Carolina; Syracuse University; University of Texas-Austin; Utah State University; Washington State University.

Collaboration with and Impact on Other USHE Institutions

The new major would have no impact on other USHE institutions. Students enrolling in the new major would be students already enrolled at the University of Utah. In Utah, three institutions offer an emphasis in writing through the Department of English. Utah State and Weber State offer a major in Technical and Professional Writing and Utah Valley University offers a major in Writing Studies. These, too, are different from the proposed major in that in addition to the courses that comprise the major, students select core elective courses from creative writing or literature. The Writing Certificate at Salt Lake Community College offers courses at the lower-division, but does not provide a major (see attached letters of support).

The core of the proposed major draws from Writing and Rhetoric Studies, with other core electives coming from relevant areas. Unlike other degrees in the state, the proposed major would enable students to apply their interest in Writing and Rhetoric Studies to a particular academic field (e.g., biology, business, design, psychology) or topical area (e.g., social justice, environmental studies, media studies).

Benefits

The University of Utah serves approximately 24,000 undergraduate students. A major in Writing and Rhetoric Studies would provide students the educational opportunity to enhance their knowledge of communicating through traditional (print) and contemporary (digital) texts, if they so choose. Given the increasing importance writing plays in traditional and digital formats, students at the University of Utah would greatly benefit in having the option to complete a major in Writing and Rhetoric Studies. Many students at the University of Utah have a double major, one of which could include the proposed.

Consistency with Institutional Mission

According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their professional, personal, and civic lives. Knowing how to write is integral to success in these various arenas. Students are able to address all three arenas through courses in the major.

Section IV: Program and Student Assessment

Program Assessment

The University Writing Program faculty will meet at the end of each spring semester to assess the success of the degree. Information will consist of student portfolios, student exit interview data, and aggregate student feedback from course evaluations. This information will provide formative assessment to determine if and how the degree should be improved to better meet student needs.

There are several means to evaluate the success of the degree. First, the students' programs of study will be assessed with the advisor to determine the quality and feasibility of the curriculum, given their goals. Second, students' ability will be measured by their successful completion of the core courses and their evaluative feedback of them. Exit interviews will be conducted on a regular basis with a randomly selected group of students as they complete the degree. Finally, in the fifth year, the University Writing Program will review how students with this major have fared. Assessment will be based on students' grade point average, record of successful acceptance into graduate programs, and record of job placement.

Expected Standards of Performance

Students will be expected to have 1) examined the central tenets of rhetoric and writing through the two core courses and 2) increased their understanding of writing as a complex social act, and 3) increased their knowledge of different writing competencies and situations. Specific learning outcomes include:

1. History and Theory. Students will identify, understand and explain different historical rhetorical theories and practices.
2. Social Practices. Students will identify, understand and explain different contexts for writing (e.g., education, the workplace, and society).
3. Multimodal Competency. Students will compose using a variety of multimodal texts, combining print, visual, digital, and other modes of writing.
4. Writing Competency. Students will improve understanding of audiences, writing processes, genres, and grammatical structures that fulfill reader expectations.
5. Information Literacy. Students will demonstrate the ability to locate, evaluate, and appropriately use sources from a variety of media.

To assess students' progress through the degree, a portfolio will be created as they enter the program, and reviewed annually. Individual performance and programmatic evaluation can be evaluated through this process.

Section V: Finance

Budget

The first three years, no new funds will be required as all courses are currently offered through the regular curriculum and no new courses will be added. After the third year, if enrollments substantially increase, additional staffing might be required.

5-Year Budget Projection						
Departmental Data	Current Budget— Prior to New Program Implementation	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expense						
Salaries & Wages	180,417	180,417	182,221	182,221	182,221	182,221
Benefits	63,146	63,777	63,777	63,777	63,777	63,777
Total Personnel Expense	243,563	245,998	245,998	245,998	245,998	245,998
Non-personnel Expense						
Travel	3,000	3,000	3,000	3,000	3,000	3,000
Capital	NA	NA	NA	NA	NA	NA
Library	10,000	10,000	10,000	10,000	10,000	10,000
Current Expense	7,5000	7,5000	7,5000	7,5000	7,5000	7,5000
Total Non-personnel Expense						
Total Expense (Personnel + Current)	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Funding		Year 1	Year 2	Year 3	Year 4	Year 5
Appropriated Fund	264,043	266,498	266,498	266,498	266,498	266,498
Other:						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
Total Revenue	\$264,498	\$266,498	\$266,498	\$266,498	\$266,498	\$266,498
Difference						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$250	\$253	\$253	\$253	\$253	\$253

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Little funding is necessary for this degree. The entire major is drawn from existing faculty, staff and courses. The coordinator of the major will also be the assistant director of the Writing Program. A trained staff member already in the Writing Program will do advising. As stated above, if enrollments substantially increase, additional staffing might be required.

Reallocation

No resources need to be reallocated, as the faculty and courses needed for the degree already exist.

Impact on Existing Budgets

There is no impact on existing budgets (see above).

Program Curriculum: 33 Credit Hours

Students are **REQUIRED** to meet with their advisor before signing up for courses.
At least 3 courses must be at the 4000- 5000 level.

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing a Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

Select 5 courses (see attached list for course clusters students with similar interests select)

WRTG 2799: Technologies of Business Writing

WRTG 3018: Writing about the Simpsons (HF)

WRTG 3019: Writing about War (HF)

WRTG 3040: Digital Storytelling

WRTG/Linguistics 3510: Grammar and Stylistics

WRTG 3600: Grammar for Writing

WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)

WRTG 3810: Technologies of Writing

WRTG 3830: Professional, Technical and Scientific Studies

WRTG 3840: Writing and the Public Sphere

WRTG 3890: Writing and Social Justice (DV)

WRTG 3900/ENGLISH 3690: Discourses and Communities

WRTG 4000: Writing for Publication

WRTG 4001: Business Plans and Proposals

WRTG 4010: Writing for International Audiences (IR)

WRTG 4020: Writing Center Colloquium: Theory and Practice

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetoric

WRTG 4050: Cultural Rhetorics

WRTG 4070: Rhetorics of Gender

WRTG 4080: Writing Environmental Nonfiction (CW)

WRTG 4090: Writing & the Book

WRTG 4200: Writing Popular Non Fiction (CW)

WRTG 4830: Document Design & Usability (CW)

WRTG 4870: Introduction to Composition

WRTG 4890: Writing, Persuasion, and Power

WRTG 4905: Studies in Professional Discourse (Law, Medicine, etc.)

WRTG 4910: Independent Readings in Rhetoric, Discourse, and Writing

WRTG 5110: Medical and Health Science Discourses

WRTG 5770: Research in Rhetoric and Writing

WRTG 5830: Technical Editing (for technical writing)

WRTG 5905: Special Topics in Rhetoric & Writing Studies

ENGLISH: 5970: Discourse Analysis

III. Academic and Professional Writing (3 credit hours)

Select 1 course (3 credit hours)

WRTG 3005: Workplace Writing (CW pending)

WRTG 3011: Writing in the Arts & Humanities (CW)

WRTG 3012: Writing in the Social Sciences (CW)

WRTG 3014: Writing in the Sciences (CW)

WRTG 3015: Professional and Technical Writing (CW)

WRTG 3016: Business Writing (CW)

IV. Topical Course Electives (9 credit hours)

Select 3 courses in consultation with your advisor. The courses can be from within the Writing Program or from other departments:

1. _____ 2. _____ 3. _____

Section VI: Program Curriculum

All Program Courses/New Courses to Be Added in the Next Five Years

No new courses are expected to be added within the next five years.

Program Schedule

<u>Freshman Year, Fall Semester</u> <ul style="list-style-type: none">• WRTG 1010: Introductory Writing	<u>Freshman Year, Spring Semester</u> <ul style="list-style-type: none">• WRTG 2010: Intermediate Writing
<u>Sophomore Year, Fall Semester</u> <ul style="list-style-type: none">• WRTG 3860: Intro to Rhetoric (3)	<u>Sophomore Year, Spring Semester</u> <ul style="list-style-type: none">• WRTG 3870: Wrtg as Social Practice (3)• 1 topical elective (3)
<u>Junior Year, Fall Semester</u> <ul style="list-style-type: none">• 1 WRTG Electives (3)• 1 topical elective (3)	<u>Junior Year, Spring Semester</u> <ul style="list-style-type: none">• 2 WRTG electives (6)• 1 topical elective (3)
<u>Senior Year, Fall Semester</u> <ul style="list-style-type: none">• 2 WRTG Electives (6)	<u>Senior Year, Spring Semester</u> <ul style="list-style-type: none">• 1 WRTG Elective (3)

Section VII: Faculty

Core Faculty

Core faculty members are drawn from the University Writing Program:

Jennifer Andrus (Assistant Professor, PhD Carnegie Mellon University): History and theory of rhetoric; discourse analysis; legal rhetorics; rhetorics of domestic violence.

Casey Boyle (Assistant Professor, PhD University of South Carolina): History and theory of rhetoric; composition theory and research; digital rhetoric.

Gregory Clark (Adjunct Professor, PhD Rensselaer Polytechnic University—Associate Dean, College of Humanities, BYU): Contemporary rhetoric; rhetorics of space.

David Hawkins (Assistant Professor/Lecturer, PhD University of Utah): Academic rhetoric; professional and technical writing.

Heather Hirschi (Assistant Professor/Lecturer, MFA University of Utah): Academic rhetoric; social justice rhetoric; digital literacy.

Thomas Huckin (Professor, PhD University of Washington): Discourse analysis; genre theory; professional, technical and scientific writing; applied linguistics.

Jay Jordan (Assistant Professor, PhD Pennsylvania State University): Global/international Englishes; writing in a second language; literacy studies; technologies of writing

Maureen Mathison (Associate Professor, PhD Carnegie-Mellon University—**program director**): Rhetoric in the disciplines; literacy studies; writing from sources; gender and writing; research methods.

Alison Regan (Adjunct Associate Professor, PhD University of Texas-Austin): Academic writing; digital rhetoric.

Natalie Stillman-Webb (Associate Professor/Lecturer, PhD Purdue University): Visual rhetoric; technologies of writing; professional, technical and scientific writing.

Affiliated Faculty

Danielle Endres (Associate Professor, PhD University of Washington). Argumentation environmental rhetoric, social movements.

Erin O'Connell (Associate Professor, PhD University of Santa Cruz). Ancient Greek literature and philosophy; drama; performance studies.

Robert Gehl (Assistant Professor, PhD George Mason University). Social media, network culture, history of computing.

Randall Stewart (Associate Professor, PhD University of Illinois). Oracular texts; papyrology; Coptic Language. Study Abroad Program to Greece.

Letters of Support

Robert Newman, Dean, College of Humanities

Mark Bergstrom, Associate Dean, College of Humanities

Ann Darling, Senior Associate Dean, Undergraduate Studies

Barry Weller, Chair, Department of English

Kent Ono, Chair, Department of Communication

Rick Anderson, Acting Dean, J. Willard Marriott Library and Catherine Soehner, Associate Dean, Research and Learning, J. Willard Marriott Library

Jeannie B. Thomas, Department Head, Department of English, Utah State University

Gae Lyn Henderson, Writing Program Administrator, Utah Valley University

Stephen Ruffus, Chair, Department of English, SLCC

Gregory Clark, Associate Dean, College of Humanities, BYU

Kathleen Herndon, Chair, Department of English, Weber State University

Glenn Newman, student, Major, BUS, Rhetoric and Writing Studies, University of Utah

Bethany Bibb, student minor, Literacy Studies, University of Utah

Examples of Student Curricula

Student w/ Biology/Pre-Med Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)

WRTG 4010: Writing for International Audiences (IR)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetoric

WRTG 5110: Medical and Health Science Discourses

III. Academic and Professional Writing (3 credit hours)

WRTG 3014: Writing in the Sciences (CW)

IV. Topical Course Electives (9 credit hours)

1) Biol 1210: Principles of Biology 2) Anthro 4192: Medical Anthropology 3) Comm: 5116: Health Communication & Culture

Student w/Business Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 2799: Technologies of Business Writing (HF)

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Writing and Social Justice (DV)

WRTG 4010: Writing for International Audiences (IR)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

III. Academic and Professional Writing (3 credit hours)

WRTG 3016: Business Writing (CW)

IV. Academic Interest (9 credit hours)

1) BUS 1050: Foundations of Business Thought 2) COMM 3170: Introduction to Org Comm 3) WRTG 4001: Business Plans and Proposals

Student w/Gender Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 3040: Digital Storytelling

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Writing and Social Justice (DV)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4070: Rhetorics of Gender

III. Academic and Professional Writing (3 credit hours)

WRTG 3012: Writing in the Social Sciences

IV. Topical Courses (9 credit hours)

1) ECON 1060: Pol Econ of Race, Ethnicity, Class & Gender 2) Gender 2100: Introduction to Gender Studies
3) PSYCH 3040: Psychology of Gender

Student w/International Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG/Linguistics 3510: Grammar and Stylistics (CW)

WRTG 3890: Writing and Social Justice (DV)

WRTG 4010: Writing for International Audiences (DV)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4040: Digital Rhetoric

III. Academic and Professional Writing (3 credit hours)

WRTG 3005: Workplace Writing

IV. Academic Interest (9 credit hours)

1) HIST 1510: World History 2) POLI SCI: 2200 Intro to Comparative Politics 3) LING: 3470: Languages & Culture

Student w/ Pre-Law Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 3510/Linguistics 3510 Grammar & Stylistics (CW)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 3890: Writing and Social Justice (DV)

WRTG 4890: Writing, Persuasion & Power

WRTG 4905: Professional Discourses: Discourses of the Law

III. Academic and Professional Writing (3 credit hours)

WRTG 3005: Workplace Writing

IV. Topical Courses (9 credit hours)

1) LEAP 1150: The Role of Law in Society 2) HIST 3750: Recent America 3) POLI SCI 3200: Intro to Law & Politics

Student w/Professional Writing Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 4040: Digital Rhetorics

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4200: Writing Popular Non Fiction (CW)

WRTG 4830: Document Design & Usability (CW)

WRTG 5830: Technical Editing

III. Academic and Professional Writing (3 credit hours)

WRTG 4000: Writing for Scholarly Publication

IV. Topical Courses (9 credit hours)

1. FILM 2700: Intro to Videogames & Virtual Worlds

2. WRTG 3040: Digital Storytelling

3. COMM 3510: Intro to Web Design

Student w/ General Writing & Rhetoric Interest

I. Required Courses (6 credits hours)

WRTG 3860: Introduction to Rhetoric (HF)

WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)

WRTG 3040: Digital Storytelling

WRTG 3510: Grammar & Stylistics (CW)

WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

WRTG 4090: Writing & the Book

WRTG 4890: Writing, Persuasion & Power

III. Academic and Professional Writing (3 credit hours)

WRTG 3011: Writing in the Arts & Humanities (CW)

IV. Topical Courses (9 credit hours)

1. WRTG 3810: From Cuneiform to Computing

2. WRTG 4870: Intro to Composition

3. ENGL 5970: Discourse Analysis