I. COURSE INFORMATION

Department: English  
Course Title: Irish Women Writers  
Course Number: IRSH 380

Type of Request:  [□] New  [□] One-time Only  [□] Renew  [□] Change  [□] Remove

Rationale:

II. ENDORSEMENT / APPROVALS

* Instructor: Erin Wecker  
  Signature: [Signature]  
  Date: 11/8/16

Phone / Email: (406) 243-4410 / erin.wecker@umontana.edu

Program Chair: Beverly Chin  
  Signature: [Signature]  
  Date: 11-10-16

Dean: Christopher Comer  
  Signature: [Signature]  
  Date: 10 Nov 2016

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

This class is designed to provide students with the rhetorical knowledge and cultural perspectives necessary to be successful writers at the college level and more specifically within the field of Irish Studies. This course emphasizes the importance of critical thinking, reading, and composing in an academic context. To do this, students will explore research practices within the field of Irish Studies and related disciplines (such as feminist rhetorical practices, women’s and gender studies, postcolonial studies, etc.) and successful composing methods to bring these insights to the page. Students will expand their purview by examining the literary, historical, national, and gender contexts for interpreting Irish texts. The writing assignments in this course are aimed at increasingly students’ fluidity at composing literary criticism, rhetorical analysis, and literature reviews through a series of scaffolded, reflective writing inquiries. Students will learn to identify and enact key features of discipline specific writing such as summary, analysis, and argumentation by studying primary and secondary sources. Students will also focus on organization, clarity, and mechanics through a systematic series of revisions.

IV. LEARNING OUTCOMES (SEE FAQs)

Provide examples of how the course will support students in achieving each learning outcome

- Use writing to learn and synthesize new concepts.
  [□] Yes  If yes, how will student learning be supported?
Students will write three major assignments (16-21 pages in total) and one annotated bibliography (2-4 pages) across a variety of topics. Students will engage in a three-pronged approach to learning and synthesizing new concepts. First, students will be asked to identify, distill, and analyze preeminent conversations within the field of Irish Studies as related to their topic of choice. Second, students will be required to use primary and secondary sources to bolster their main claims and/or thesis statements. To do this, students will methodically engage in the research practices covered in class and in our information literacy session at Mansfield Library. Third, students will be expected to build on steps one and two by offering original insight and analysis. Throughout the drafting stages students will receive written feedback on their works-in-progress. Also, two of the major assignments require revision based on peer-feedback and instructor feedback.

☐ No  If no, course may not be eligible

- Formulate and express written opinions and ideas that are developed, logical, and organized.
  ☑ Yes  If yes, how will student learning be supported?

Students will engage in a variety of formal and informal assignments, which will support their individual development in formulating and expressing ideas in writing. To accomplish this each assignment serves as scaffolding for the writing that is to follow. This work will begin with the Common Ground Presentation (CGP) that includes both written and oral elements. For this presentation students are asked to offer their insight into a specific element of the assigned reading. Building on the class discussion from the CGP, students then synthesize lecture notes, discussion points from their peers, and textual evidence from assigned readings as they write a 4-6 page conference paper. The third assignment, the Field Day Anthology assignment invites students to consider the ways this pivotal text ignores Irish women’s writing in the first three volumes. Students write an opinion based compare/contrast essay working across volumes 1-3 vs. volumes 4-5 noting trends, areas of contention, etc. The annotated bibliography assignment requires that students formulate a particular stance in regard to how they intend to utilize each source in the 8-10 page seminar paper. The “major, major” seminar paper provides students the opportunity to flex their rhetorical muscles in sustaining a thesis-driven argument throughout 8-10 pages of analysis, research, and their insight on a topic of their choosing.

☐ No  If no, course may not be eligible

- Compose written documents that are appropriate for a given audience, purpose and context
  ☑ Yes  If yes, how will student learning be supported?

Each presentation and writing assignment will ask students to engage in a particular rhetorical situation. Students will be asked to focus on key elements such as purpose, genre, audience, media, stance, context, and design when crafting oral and written arguments. We will pay particular attention to techniques used to communicate with academic communities (across disciplines) and more specifically within the discipline of Irish Studies. Students will engage in reflective activities (journals, freewriting, small group work) that will ask them to elaborate on the rhetorical choices they made in order to reach a particular audience or to articulate a specific purpose.

☐ No  If no, course may not be eligible
• Revise written work based on constructive comments from the instructor
  ☑ Yes  If yes, how will student learning be supported?

Students will have multiple opportunities for both written and verbal feedback in connection with making revisions. Twice during the semester, each student will conference for 15 minutes, one-on-one with the instructor to receive written and verbal feedback on a draft/work-in-progress. Formal, written feedback from the instructor is also provided on the Conference Paper and the Field Day Anthology Assignment as it is required that students revise both assignments. Students also participate in two peer workshops where verbal and written feedback is exchanged to offer suggestions for revision.

☐ No  If no, course may not be eligible

• Find, evaluate, and use information effectively and ethically
  (description of information literacy outcomes appropriate for each class level)
  Subject librarians are available to assist you embed information literacy into your course
  ☑ Yes  If yes, how will student learning be supported?

Students will be required to engage in research for three of the major writing assignments. The class will relocate to one of the computer classrooms in Mansfield Library to participate in an information literacy session led by the instructor. Students will learn proficiency in searching for secondary sources (three of the writing assignments require the use of these sources) through databases such as JSTOR, Project Muse, and the Irish newspaper archives. Archival work is an integral element to research in Irish Studies so students will also explore the databases of the National Archives of Ireland, the Celtic Digital Initiative, and CELT: Corpus of Electronic Texts. To help students learn the importance of narrowing a search they will gain experience searching within specific journals related to Irish Studies such as *Éire Ireland*. We will also discuss other sources of research such as personal interviews and inter-library loan. Assignments such as the annotated bibliography will assist students in evaluating the credibility of sources and how to best use research within their paper. Students will also track their research process in a research journal.

☐ No  If no, course may not be eligible

• Begin to use discipline-specific writing conventions
  ☑ Yes  If yes, how will student learning be supported?

Irish Studies is a multi-disciplinary field, however, for the purposes of this course students will be asked to use conventions appropriate for the study of literature. Accordingly, students will learn to use MLA style citations in all of their written assignments. Students will complete informal assignments aimed at developing fluency using citation manuals and deepening their understanding of attribution within MLA style (i.e. why the author is privileged in MLA and dates are privileged in APA format). This type of critical thinking regarding citations fosters
transfer of knowledge from this discipline to academic writing more generally.

☐ No  If no, course may not be eligible

- Demonstrate appropriate English language usage
  ☒ Yes  If yes, how will student learning be supported?

Through conferences, peer-workshops, and the revision process, students will be expected to demonstrate appropriate English language usage. Across the aforementioned activities students will be guided to locate, identify, and correct issues of mechanics and grammar within their written work.

☐ No  If no, course may not be eligible

V. WRITING COURSE REQUIREMENTS (SEE FAQS)

- Enrollment is capped at 25 students. ☒ Yes  ☐ No
  If no, list maximum course enrollment.
  Explain how outcomes will be adequately met for this number of students.
  Justify the request for variance.

- Which written assignments will include revision in response to instructor’s feedback?
  Conference Paper (4-6 pages)
  Field Day Anthology Assignment (4-5 pages)

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 16 total pages of writing for assessment. At least ten (10) of these 16 pages should be new, previously unsubmitted content rather than revised work. Clear expression, quality, and accuracy of content are an integral part of the grade on any writing assignment. At least 50% of the course grade should be based on students’ performance on writing assignments.

- Formal Graded Assignments

  Common Ground Presentation (1 page): At the start of each class, a group of 2-3 students, will begin our conversation on the assigned reading by offering commentary and guiding discussion questions for the class to grapple with. Presenters will be asked to consider the literary, historical, national, and/or gender contexts needed for us to understand the texts assigned for the day. Presenters should prepare a handout with a brief outline detailing the relevant research, textual support from the assigned reading, and the discussion questions.

  Conference Paper (4-6 pages): To accompany the Common Ground Presentation (CGP), you will also write a conference paper about the text you do your CGP on. Conference papers will be due two weeks after your
CGP so you are welcome to use class discussion to inform your analysis. This paper should focus on one of the themes or issues you found most compelling in the text. To bolster your claims you must include one secondary source that I have not assigned for class reading. I encourage you to use the sources assigned by me if they contribute to your argument, but these sources do NOT count as your additional source. This assignment will receive formal, written feedback from me and you are required to revise this essay.

**Field Day Anthology Assignment (4-5 pages):** "The long-anticipated, two-volume publication of Field Day Anthology of Irish Writing: Irish Women's Writing and Traditions will...redress the traditional exclusion of women's voices from Irish literature." *(Los Angeles Times)*

Hailed by many as the definitive collection devoted to Irish writing, the Field Day Anthology, is oft criticized for underrepresenting the work of Irish women writers. Volumes 1 thru 3 showcase a wide-range of male writers, but it wasn’t until the publication of volumes 4 & 5 that texts written by women were accurately represented. Since this course holds as its central theme the writing of Irish women, this assignment asks you to engage with a compare and contrast between two volumes (the “regular” volumes 1-3 and the “women’s volumes” 4-5) of the Field Day Anthology (just excerpts, not the entire collection). You will need to read against the grain and engage in critical analysis in order to track elements of inclusion and exclusion. This assignment will receive formal, written feedback from me and you are required to revise this essay.

**Annotated Bibliography (2-4 pages):** The annotated bibliography must include a minimum of five, secondary sources discovered in the process of your own research. Your annotated bibliography will include a brief summary of the source, analysis of the source (credibility, etc.), and a rationale for how you intend to use this source in your seminar paper. You are welcome to choose any topic related to the course and we will have ample time to discuss and conference your ideas as they develop.

**The “Major, Major” Seminar Paper (8-10 pages):** The crowning jewel of the semester is 8-10 page seminar paper. For the scope of this assignment, you are welcome to focus on a topic of your choosing related to the course content; please pay particular attention to the literary, historical, national, and/or gender contexts of the texts we studied this semester. Using the research methods practiced all semester, this paper should highlight a critical awareness of your topic through the incorporation of diverse sources. A more detailed explanation will be distributed in class. During the last two weeks of the semester all students must meet with me to conference their work-in-progress seminar paper. During our individual conferences, I will offer each writer strategies for revision, additional sources of research, and content analysis.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Common Ground Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Conference Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Field Day Anthology Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
</tr>
<tr>
<td>“Major, Major” Seminar Paper</td>
<td>30%</td>
</tr>
</tbody>
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- Informal Ungraded Assignments
  Peer workshops, research journal, reflective writing, freewriting.
• Attach a sample writing assignment. Include instructions / handouts provided to students.

VII. ASSESSMENT

- I will participate in the University-wide Program-level Writing Assessment by requiring students in this course to upload a sample paper to the designated Moodle location. Please clearly communicate the requirement to your students and include language on your syllabus (sample below).

- This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program. Your paper will be stored in a database. A random selection of student papers will be assessed by a group of faculty using a rubric developed from the following writing learning outcomes.

  - Compose written documents that are appropriate for a given audience or purpose
  - Formulate and express opinions and ideas in writing
  - Use writing to learn and synthesize new concepts
  - Revise written work based on constructive feedback
  - Find, evaluate, and use information effectively
  - Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
  - Demonstrate appropriate English language usage

The rubric score points are: (4) advanced, (3) proficient, (2) nearing proficiency, and (1) novices. This assessment in no way affects either your grade or your progression at the university.

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty senate@msou.montana.edu.
The syllabus must include the list of Writing Course learning outcomes above.
Submission