

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____ (ENG 5200)

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Don Del Principe



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	English
Course Designation/Prefix:	ENG
*Course Number:	5200
Course Title:	Writing for Public Advocacy
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course offers students study in examining and crafting writing for public advocacy. Students identify the rhetorical situations of community-based writing and learn how to produce texts and documents in the interest of effecting local social change. Equal attention is paid to the craft of analyzing and developing organizational and advocacy documents used by nonprofits and community groups such as: mission statements, grant proposals, and social media organizing and outreach materials.
Prerequisite(s):	ENG 1200 or ENG 12A0
Corequisite(s):	N/A
Pre-/Co-requisite(s):	N/A
Open ONLY to Select students (Specify Population):	N/A
Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	27
Indicate if a special space, such as a lab, and/or special equipment will be required:	N/A

2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours* -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit:	<input type="checkbox"/> 1 hour lecture
	<input type="checkbox"/> 2 hours lab/field/gym

2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____

3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Associate of Arts 2. Associate of Science
<input checked="" type="checkbox"/> General Education/Pathways	Select ONE of the following: <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input checked="" type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	If proposed as a “real” course, where will this course fit? Select from the following: List Degree Program(s)/Certificate(s): 1. 2. Select ONE of the following:

	<input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
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***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for **ALL** Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)

30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)

20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- [Please refer to NYSED Guidelines for courses that are considered Liberal Arts \(General Education\).](#)
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measureable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Identify and analyze how rhetorical situations affect public discourse in reading and writing, and how various public genres shape community-based discourse
2. Recognize multiple purposes and audiences that create and are targeted by community-based writing
3. Develop a functional literacy of accessibility and culturally competent language
4. Reflect critically on the efficacy and ethics of community-based and advocacy writing
5. Recognize and describe the relationship between public writing and social change and apply knowledge of this relationship in written genres, including proposals, advocacy documents, and other public-facing writing

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading.
REMINDER - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for any qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
1. Identify and analyze how rhetorical situations affect public discourse in reading and writing, and how various public genres shape community-based discourse	10%	Statement of Need Analysis of a Social Media Campaign Analysis of Website
2. Recognize multiple purposes and audiences that create and are targeted by community-based writing	25%	Statement of Need Analysis of a Social Media Campaign Analysis of Website Proposal for Public-Facing Advocacy Document Public-Facing Advocacy Document
3. Develop a functional literacy of accessibility and culturally competent language	20%	Analysis of a Social Media Campaign Analysis of Website Proposal for Public-Facing Advocacy Document Public-Facing Advocacy Document
4. Reflect critically on the efficacy and ethics of community-based and advocacy writing	20%	Analysis of a Social Media Campaign Analysis of Website Proposal for Public-Facing Advocacy Document Public-Facing Advocacy Document

<p>5. Recognize and describe the relationship between public writing and social change and apply knowledge of this relationship in written genres, including proposals, advocacy documents, and other public-facing writing</p>	<p>25%</p>	<p>Statement of Need Analysis of a Social Media Campaign Analysis of Website Proposal for Public-Facing Advocacy Document Public-Facing Advocacy Document</p>

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

Both degree-seeking and non-degree-seeking students could select this English course. Degree-seeking students could apply it toward the Literature & Writing requirement for the A.A. degree in Liberal Arts. Non-degree-seeking students could choose to take “Writing for Public Advocacy” to help them develop and refine the knowledge and skills they need to succeed in the writing demands they will face in their future professional environments, especially for those students interested in working with community organizations or nonprofits. At this time, there is no L.A. concentration where this course will fit. However, we are in the process of developing a Liberal Arts concentration in Professional Writing. This course will be one of the courses we include in that concentration.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

In community organizations, non-profits, and advocacy organizations, strong, versatile writing skills are more valuable than ever before. “Writing for Public Advocacy” offers Liberal Arts students the opportunity to develop and hone the rhetorical skill and genre awareness necessary to write effectively in the genres and contexts used by such organizations, including needs statements, vision and mission statements, social media, and project proposals. Additionally, renewed focus on activism and justice arising from recent sociopolitical contexts make writing and communicating for change an increasingly important skill, one which is in high demand among students. No other course with a similar specialization exists at the college.

In conceiving of this course, and other future professional writing courses, we have worked closely with members of the English departments at Medgar Evers College and New York City College of Technology, both of which have programs in professional and technical writing. We have designed this course to complement offerings in both of these programs.

8. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current [Articulation Agreements](#).

This course does not transfer to a specific course at any 4-year institutions in CUNY. However, both New York City College of Technology and Medgar Evers College have expressed interest in our development of this course as it impacts their planning for their professional writing degrees. Both institutions plan to develop parallel courses in their programs.

9. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

This course will not conflict with any other courses.

10. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

All proposed texts are OER.

Primary Text

- Lowe, Charles, & Pavel Zemliansky (Eds.) *Writing Spaces: Readings on Writing, Volumes 1-5*. WritingSpaces.org; Parlor Press; The WAC Clearinghouse, 2010. <https://writingspaces.org>

Supplemental Texts

- American Speech-Language-Hearing Association. “Issues in Ethics: Cultural and Linguistic Competence.” *ASHA.org*.
- Cacace, Martin. “How Can Nonprofits and Charities Attract Donors and Volunteers on their Websites?” *Boundstatesoftware.com*.
- Chavis, David M. and Ken Lee. “What is Community Anyway?” *Stanford University Innovation Review*.
- Gladwell, Malcolm. “Small Change: Why the Revolution Will Not be Tweeted.” *The Atlantic*.
- Hofstrand, Don. “Vision and Mission Statements.” Iowa State University.
- “How to Begin Developing a Statement of Need.” *FundingforGood.org*.
- NYCOpenData. “Open Data: City of New York” *Opendata.cityofnewyork.us*.

11. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

12. Selected Bibliography and Source materials:

Kingsborough Community College
The City University of New York
ENG 5200: Writing for Public Advocacy

Course Description:

This course offers students study in examining and crafting writing for public advocacy. Students identify the rhetorical situations of community-based writing and learn how to produce texts and documents in the interest of effecting local social change. Equal attention is paid to the craft of analyzing and developing organizational and advocacy documents used by nonprofits and community groups such as: mission statements, grant proposals, and social media organizing and outreach materials.

Course Learning Outcomes:

1. Identify and analyze how rhetorical situations affect public discourse in reading and writing, and how various public genres shape communities' discourse
2. Recognize multiple purposes and audiences that create and are targeted by community-based writing
3. Develop a functional literacy of accessibility and culturally competent language
4. Reflect critically on the efficacy and ethics of community and public advocacy writing
5. Recognize and describe the relationship between public writing and social change and apply knowledge of this relationship in written genres, including proposals, advocacy documents, and other public-facing writing.

Required Texts:

- Lowe, Charles, & Pavel Zemliansky (Eds.) *Writing Spaces: Readings on Writing, Volumes 1-5*. WritingSpaces.org; Parlor Press; The WAC Clearinghouse, 2010.
<https://writingspaces.org>

Additional required course readings are available as open-access web texts, linked through Brightspace:

- American Speech-Language-Hearing Association. "Issues in Ethics: Cultural and Linguistic Competence." *ASHA.org*.
- Cacace, Martin. "How Can Nonprofits and Charities Attract Donors and Volunteers on their Websites?" *Boundstatesoftware.com*.
- Chavis, David M. and Ken Lee. "What is Community Anyway?" *Stanford University Innovation Review*.
- Gladwell, Malcolm. "Small Change: Why the Revolution Will Not be Tweeted." *The Atlantic*.
- Hofstrand, Don. "Vision and Mission Statements." Iowa State University.
- "How to Begin Developing a Statement of Need." *FundingforGood.org*.
- NYCOpenData. "Open Data: City of New York" *Opendata.cityofnewyork.us*.

Course Assignments and Grade Distribution:

Assignment	Description	%
<p>Statement of Need <i>250 words</i></p> <p>Learning Outcomes Targeted: 1, 2, 5</p>	<p>In this first assignment, you will compose a Statement of Need, a public-facing genre used in grant writing, to describe an issue and/or need that impacts your local community, then argue for why a broader public should pay attention to this issue. Conducting preliminary research on this issue and exploring the rhetorical properties of the Statement of Need genre, the Statement should be evidence-based, aimed at a particular audience, clearly explore the issue's exigencies, detail possible solutions and/or community-based interventions, and argue for why your grant deserves funding and/or public support.</p>	15%
<p>Analysis of a Social Media Campaign <i>500 words</i></p> <p>Learning Outcomes Targeted: 1, 2, 3, 4, 5</p>	<p>Building off of the problem you identified in your Statement of Need, this assignment asks you to locate, analyze, and evaluate the rhetorical situation and effectiveness of a social media campaign on the same or a related issue. Considering the rhetorical choices and position of the campaign's author(s), you should discuss how the design, purpose, intended audience, digital constraints, and exigent language appeals to a broader audience and to what extent you think this social media campaign can contribute to meaningful social change.</p>	15%
<p>Analysis of Website <i>500 words</i></p> <p>Learning Outcomes Targeted: 1, 2, 3, 4, 5</p>	<p>In this assignment you will locate a website for an existing non-profit and/or community group that is invested in the same or a related issue affecting your community. Considering the rhetorical situations, complexities, and limitations of web-based genres of community advocacy writing, your analysis should consider the rhetorical effectiveness of the chosen website. You might consider: what is the purpose of the website? Who is the intended audience? How does the organization organize evidence and/or data to appeal to its audience(s)? Finally, you should discuss whether the ethical motivations of the website's mission are enacted through the language and design of the website itself.</p>	15%
<p>Proposal for Public-Facing Advocacy Document <i>250 words</i></p> <p>Learning Outcomes Targeted:</p>	<p>For our final project, you will further research the social need you have explored throughout the semester and then compose a document in a community advocacy genre of your choice that advocates for social change. Your final project</p>	15%

2, 3, 4, 5	proposal should first describe the social need you seek to address and what you have learned about this issue over the course of the semester. You will then describe what you still would like to know about this issue and identify a particular angle/focus you will address in this final project. You should describe your plan for gathering primary data/evidence as well as secondary sources, including how you will research your issue using the NYC Open Dataset. Finally, you will need to propose and explain the genre of your choosing and how this genre is rhetorically most effective for your particular purpose. Genres you might choose include a grant proposal, an advocacy article, a letter to an elected representative, designing a website, composing a powerpoint, or creating a social media campaign.	
<p>Public-Facing Advocacy Document 1500 words</p> <p>Learning Outcomes Targeted: 2, 3, 4, 5</p>	Your final project will showcase a public-facing advocacy document in a genre of your choice aimed at effecting social change. Through the document's rhetorical design, your project should demonstrate your consideration of the relationship between community advocacy writing particular to the genre of your choosing and the community-based interventions you seek to amplify. Your document should balance your own voice and perspective on the community issue with outside and properly cited primary and secondary evidence, including evidence from the NYC Open Dataset. You should also note other community initiatives and organizations that are also committed to this particular social need and what unique interventions and/or perspective on the issue you're proposing in your document.	30%

Course Schedule:

Unit	Dates	Focus	Readings	Assignments
Unit 1: Identifying "Community" as a Rhetorical Situation	Week 1	What is Writing for Public Advocacy?	"Public Writing for Social Change" – Ashley J. Holmes from <i>Writing Spaces</i> .	
	Week 2	Identifying Needs: Exigencies for Writing for the Community	"What is Community Anyway?" – David M. Chavis & Ken Lee from <i>Stanford University Innovation</i>	Statement of Need

			<p><i>Review.</i></p> <p>“Exigency: What Makes My Message Indispensable to My Reader” – Quentin Vieregge <i>from Writing Spaces</i></p> <p>“How to Begin Developing a Statement of Need” <i>from FundingforGood.org</i></p>	
	Week 3	Understanding Accessible Design and Culturally Competent Language	<p>“The Rhetorical Possibilities of Accessibility” – Rachel Donegan <i>from Writing Spaces</i></p> <p>“Issues in Ethics: Cultural and Linguistic Competence” <i>from ASHA (American Speech-Language-Hearing Association)</i></p>	
	Week 4	Considering the Rhetorical Situation of Effective Community-Based Writing	“Small Change: Why the Revolution Will Not be Tweeted” – Malcolm Gladwell, <i>The Atlantic.</i>	Analysis of a Social Media Campaign
Unit 2: Exploring Genre in the Community-Based Rhetorical Situation	Week 5	<p>What is a Public-Writing Genre?</p> <p>What are the Genres for Galvanizing Change?</p>	<p>“Make Your ‘Move’: Writing in Genres” – Brad Jacobson, Madelyn Pawlowski, and Christine M. Tardy <i>from Writing Spaces</i></p> <p>“Vision and Mission Statements” – Don Hofstrand, from Iowa State University.</p>	
	Week 6	Understand Effective	“How Can Nonprofits	

		Outreach and Fundraising	and Charities Attract Donors and Volunteers on their Websites?” – Martin Cacace	
	Week 7	Analyzing Effective Outreach and Fundraising		Analysis of a Website
Unit 3: Designing Your Genre Projects	Week 8	Researching for Public Writing	“Introduction to Primary Research” – Dana Lynn Driscoll <i>from Writing Spaces</i>	
	Week 9	Utilizing Data	“Open Data: City of New York” <i>from NYCOpenData</i>	Proposal for Public-Facing Advocacy Document
Unit 4: Creating Your Project	Week 10	Class Time To Create Projects		
	Week 11	Class Time To Create Projects		
	Week 12	Presenting Your Project		Public-Facing Advocacy Document
Finals Week	Week 13			Final Grade Conference with Professor

Course Policies:

Absence Policy: Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to learn from your professor, learn from your peers, participate in class discussions, keep up to date with in-class work (both individual and collaborative), and take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course.

Academic integrity policy: Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (www.dictionary.com). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough's website

page on Academic Integrity for more information on plagiarism.

https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html

Classroom Etiquette: Obviously, it is rude to come to class late and/or unprepared and to fail to give the class your full attention. I expect you to treat your teacher and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower course work grade.

Statement on Accessibility: It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early in the semester as possible. AAS can be reached by phone at 718-368-5175 or by email at AAS@kbcc.cuny.edu. The office is in room D205. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.

Statement on Preferred Pronouns: I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 5200
Course Title	Writing for Public Advocacy
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 1200 or ENG 12A0
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course offers students study in examining and crafting writing for public advocacy. Students identify the rhetorical situations of community-based writing and learn how to produce texts and documents in the interest of effecting local social change. Equal attention is paid to the craft of analyzing and developing organizational and advocacy documents used by nonprofits and community groups such as: mission statements, grant proposals, and social media organizing and outreach materials.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required Core</p> <ul style="list-style-type: none"> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences 	<p>Flexible Core</p> <ul style="list-style-type: none"> <input type="checkbox"/> World Cultures and Global Issues (A) <input type="checkbox"/> US Experience in its Diversity (B) <input type="checkbox"/> Creative Expression (C) <input checked="" type="checkbox"/> Individual and Society (D) <input type="checkbox"/> Scientific World (E)
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Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> ● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> ● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> ● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> ● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> ● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- | | |
|--|---|
| | <ul style="list-style-type: none"> ● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> ● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> ● Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> ● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> ● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> ● Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">● Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">● Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none">● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">● Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">● Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none">● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature. |
| | <ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective. |
| | <ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States. |
| | <ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations. |
| | <ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy. |
| | <ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation. |

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater. |
| | <ul style="list-style-type: none"> ● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them. |
| | <ul style="list-style-type: none"> ● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed. |
| | <ul style="list-style-type: none"> ● Demonstrate knowledge of the skills involved in the creative process. |
| | <ul style="list-style-type: none"> ● Use appropriate technologies to conduct research and to communicate. |

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

<ul style="list-style-type: none">Throughout the course, students will be tasked with considering social issues and the community and advocacy organizations that aim to address them through many sources of information: statements of need and purpose, social media and website outreach, and other advocacy documents.Students will also be tasked with gathering and understanding information through primary and secondary research, including by working in and with the communities affected by the issues they are targeting, and with data published as part of the NYC Open Dataset.Across all assignments in the course, students are asked to consider the ethical implications of community-based and advocacy communication, as well as to use accessible and culturally-competent language in doing so.	<ul style="list-style-type: none">Gather, interpret, and assess information from a variety of sources and points of view.
<ul style="list-style-type: none">Students will hone their analytical skills through analyses of a community or advocacy organization's social media campaign and website. These assignments will ask students to assess the purposes, audiences, and messages conveyed, as well as the means used to convey these.In their Statement of Need, Proposal for a Public-Facing Advocacy Document and Public-Facing Advocacy Document, students will need to analyze and understand a social issue and its context—including stakeholders affected and potential audiences for change—that they aim to address through writing.	<ul style="list-style-type: none">Evaluate evidence and arguments critically or analytically.
<ul style="list-style-type: none">Students will be asked to write a Statement of Need, Analysis of a Social Media Campaign, and Analysis of a Website. In these assignments, students will be asked to draw on written texts used by community and advocacy organizations as support, and produce written documents detailing their analytical findings.Students will be asked to write a Proposal for a Public-Facing Advocacy Document and the Public-Facing Advocacy Document that follows it. Students will be required to conduct primary and secondary research to complete these projects, including through the New York City Open Dataset. These capstone assignments for the course account for 45% of the final course grade.	<ul style="list-style-type: none">Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none">Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
<ul style="list-style-type: none">Students locate, analyze, and evaluate a social media campaign on an issue or need impacting their local community. They are asked to consider the rhetorical choices and position of the campaign's author(s), and discuss how the design, purpose, intended audience, digital constraints, and exigent language appeals to a broader audience. They are asked to evaluate to what extent they think this social media campaign can contribute to meaningful social change.Students are also asked to locate or analyze the website of a community group working to address the issue or need they are	<ul style="list-style-type: none">Examine how an individual's place in society affects experiences, values, or choices.

examining. This requires students to consider the rhetorical situations, complexities, and limitations of web based genres of community advocacy writing and discuss whether the ethical motivations of the website's mission are enacted through the language and design of the website itself.	
<ul style="list-style-type: none"> Students will be instructed in using accessible and culturally-competent language, and will be expected to demonstrate a functional literacy of these skills in their Statement of Need, Proposal for the Public-Facing Advocacy Document, and the Public-Facing Advocacy Document. These skills require students to understand and apply knowledge about ethical ways of engaging with various community stakeholders, including those different from the students themselves. 	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
<ul style="list-style-type: none"> The public-facing advocacy document that students produce asks them to conduct research using the NYC Open Dataset, and when using this dataset students will be asked to reflect critically on the efficacy and ethics of community-based and advocacy writing. In analyzing a social media campaign, students will be asked to consider what purposes and audiences the campaign is targeted toward, as well as whether they think the social media campaign can contribute to meaningful social change. This involves considerations of the ability of organizations to respond appropriately and ethically to the problems they are seeking to address. 	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.