1. Catalog Entry

CORE 101
Essentials of Written and Oral Communication

Three hours lecture (3)

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills. The course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

The course uses five major components to organize instruction on
- the composing process;
- the relationship of reading, writing, speaking, and critical thinking;
- some of the rhetorical principles that inform successful communication;
- the generation of ideas;
- the synthesis of complex information.

Students examine both writing done by others and their own writing to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level texts.

Students also write essays that receive written and oral responses from both the instructor and classmates, which guide the process of revision. Concepts of interpersonal and small group communication are introduced in the context of interviewing, student-teacher conferencing, and peer review sessions.

3. Detailed Description of Conduct of Course

After Fall 2010, the University Core A Handbook will be a required text.

The course will include both formal and informal writing exercises. Students will compose multiple drafts of each essay in response to peer and instructor comments.

Components [the order of these is not prescriptive]:

A. Critical Reading Logs.

This component asks students to read primary texts and examine and write about their ideas and language. They will also learn to cite and document the texts used and prepare works cited entries.

B. Personal Essay.

Through this component, students will be introduced to the writing process and how to use it to develop an organized essay in standard written English. Students will also develop small group communication skills during peer review sessions.
C. Interview.

This component will involve the development of interviewing skills that result in at least one interview that is described and analyzed as part of either Assignment B, D, or E.

D. Expository Essay.

This component will guide students into writing objectively about an idea or experience of interest.

E. Thesis-Driven Argument

Students will write a personal opinion essay, developing reasons and examples to support their opinions. Students will learn how to analyze an issue, apply reasoning to the problem, and develop a solution. They will also learn how to choose an appropriate audience to be persuaded and use a style appropriate to that audience in a finished essay.

4. Goals and Objectives of the Course

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes have been prepared for this course in relation to the Core Curriculum goals and outcomes document below:

*Upon completion of University Core A, Radford University students will have achieved competency in four key concept areas: written communications, oral communication, critical thinking, and technology/information literacy.*

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:
- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.

Radford University students will be able to:
- identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- identify and demonstrate communication skills appropriate in interpersonal, small group, and public speaking contexts

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.

Radford University students will be able to:
- apply the processes of deduction, induction, and other key elements of logical reasoning
- create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- analyze issues, solve problems, and apply reasoning to everyday situations
- evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.

Radford University students will be able to:
- explain contemporary technological trends and issues
- utilize industry standard technologies as appropriate for academic purposes
- identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
- demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
- apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

5. Assessment Measures
   a. Assessment of Students. Students will produce a number of informal and formal texts which will be graded according to criteria designed with the outcomes in mind.
   b. Assessment of Curriculum. For program assessment, a designated set of assignments of the students’ work will be gathered in consultation with the Core Curriculum coordinators.

6. Other Course Information
   None

7. Review and Approval
   May 2010   Rosemary Guruswamy & Susan Van Patten