**Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee**

|  |  |
| --- | --- |
| **Date: April 30, 2013** | **Proposal Number:**  (Assigned by the Registrar)  **Contact Person: Laurie Cubbison** |
| **Department: Core Curriculum** |
| **Current Course or Program ID: CORE 101** |

**Proposal Category:** (🗸 all that apply). A cover sheet must be submitted for each proposal.

\_\_\_\_\_ Course Prerequisite Change \_\_\_\_\_ Course Credit Hour Change

\_\_\_\_\_ Course Title Change \_\_\_\_\_ New Course

\_\_\_\_\_ Course Deletion \_\_\_X\_\_ Change to Official Detailed Course Description (formerly referred to as

Official Course Syllabus)

\_\_\_\_\_ Course Number Change

\_\_X\_\_\_ Change to Catalog Description

\_\_\_\_\_ Program Revision

\_\_\_\_\_ Minor Change to Course

\_\_\_\_\_ New Program

(Major, minor, or certificate)

**Other Proposal Requirements:** (🗸 as applies and attach form)

|  |  |
| --- | --- |
|  |  |
| **\_\_\_\_** | For New Course Proposals, attach the New Course Proposal with appropriate signatures. |

**Proposal Description with Rationale:** (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary).

This revision in the official course description and catalog description is due to the revision of the outcomes for goals 1 through 4 of the Core Curriculum for better alignment of instruction and outcomes. See attached original and revised descriptions for highlighted changes.

**Effective Date**: Fall 2013

Reason for requesting an alternative effective date:

***[proposed substitute syllabus, with new/replacement language highlighted]***

**CORE 101 MASTER SYLLABUS**

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.

1. **Detailed Description of Course**

The course uses five major components to organize instruction:

* the composing process;
* the relationship of reading, writing, speaking, and critical thinking;
* rhetorical principles that inform successful communication;
* thegenerationofideas**;**
* thesynthesisofcomplexinformation**.**

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.

Studentsalsowrite essays that receive written and oral responses from both the instructor and classmates, whichguidetheprocessofrevision**.** Concepts of interpersonal and small group communication are introduced in the context of student-teacher conferencing and peer review sessions.

1. **Detailed Description of Conduct of Course**

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.

The University Core A Handbook is a required text. Instructors may choose additional readings in order to develop the theme of the course.

**Required projects for course completion:**

Opposing Viewpoints

This component asks students to analyze two texts’ ideas about a subject, paying special attention to their specific language and methods of argument.

Objectives:

* Evaluate the assumptions and arguments of different authors.
* Integrate quotations and paraphrases from a reading into an essay.
* Identify ethos, logos, and pathos.
* Use tone, mechanics, and style appropriate to a college educated audience.
* Cite sources correctly, in-text and in a list of sources.

PersonalEssay

Through this component, students willemploy various writing processes to develop an essay on a personal topic, using standard written English.

Objectives:

* Explore a focused topic in writing.
* Demonstrate awareness of an audience and purpose through language and style choices.
* Use topic sentences and appropriate transitions.

Academic Argument

Students will write a thesis-driven essay, articulating reasons and examples to support their claims. Objectives

* Make a debatable claim about a topic.
* Support all claims with evidence.
* Analyze a multifaceted issue in writing.
* Acknowledge the legitimate concerns of others.

1. **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 for each course have been constructed according to these goals:

*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 information literacy.*

**Goal 1:** *Radford University students will be able to prepare coherent and well-written essays that effectively integrate material from a variety of sources. By the completion of Core 101, Radford University students will be able to:*

* Analyze a multifaceted issue in writing.
* Explore a focused topic in writing
* Integrate quotations and paraphrases from a reading into a written essay.
* Write a thesis statement and use topic sentences and appropriate transitions to lead a reader through a complex set of ideas.
* Demonstrate awareness of an audience and purpose through language and style choices.

**Goal 2:** *Radford University students will be able to deliver an effective and organized oral presentation and appropriately communicate in interpersonal and small group settings.*

**Goal 3:** *Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.* *By the completion of Core 101, Radford University students will be able to:*

* Identify an argument.
* Distinguish the arguments of the primary source from those arguments discussed in the source.
* Identify ethos, logos, pathos
* Make a debatable claim about a topic.
* Support all claims with evidence.
* Acknowledge the legitimate concerns of others.

**Goal 4:** *Radford University students will be able to locate, evaluate, and cite information. By the completion of Core 101, Radford University students will be able to:*

* Cite sources in-text and in a list of sources correctly.

1. **Assessment Measures**

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.

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.

1. **Other Course Information**
2. **Review and Approval**

Date Action Reviewed by   
March 4, 2013 Chuck Vehorn, CCAC chair; Laurie Cubbison, Core Director

***[current syllabus, with language to be replaced struck-through and highlighted]***

CORE 101

Essentials of Written and Oral Communication

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.

1. 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;
* thegenerationofideas**;**
* thesynthesisofcomplexinformation**.**

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.

Studentsalsowrite essays that receive written and oral responses from both the instructor and classmates, whichguidetheprocessofrevision**.** Concepts of interpersonal and small group communication are introduced in the context of interviewing, student-teacher conferencing, and peer review sessions.

1. 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]**:**

1. ~~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.~~

1. PersonalEssay**.**

Through this component, students willbeintroducedtothewriting processandhowtouseitto develop an organized essay in standard written English. ~~Students~~~~will~~~~also develop small group communication skills during peer review sessions.~~

1. ~~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.~~

1. ~~Expository~~~~Essay.~~

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

1. ~~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.~~

1. 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~~

1. Assessment Measures
   1. 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.
   2. 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.
2. Other Course Information

None

1. Review and Approval

May 2010 Rosemary Guruswamy & Susan Van Patten

|  |  |  |
| --- | --- | --- |
| **Signature** | **Title** | **Date** |
|  | Core Curriculum Director |  |
|  | Core Curriculum Advisory Committee Chair |  |
|  | Faculty Senate Curriculum Committee Chair |  |
|  | Faculty Senate President |  |
|  | UG Curriculum & Catalog Review Committee |  |
|  | Provost and VP for Academic Affairs |  |