

Proposed Learning Outcomes for Radford University's Core Curriculum

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 standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. use and evaluate critically a variety of 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. accurately interpret evidence and findings, especially multiple or contradictory claims and viewpoints different from their own

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:

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

Upon completion of University Core B, Radford University students will have achieved competency in five key concept areas: mathematical sciences, natural sciences, humanities, fine arts, and social/behavioral sciences.

Goal 5: Radford University students will be able to use the tools of mathematics and quantitative reasoning to conceptualize and solve problems.

Radford University students will be able to:

- a. identify and interpret relationships among numeric, symbolic, and graphical information
- b. generate mathematical models using numeric, symbolic, and graphical information for use in real-world applications
- c. solve problems using numeric, symbolic, and graphical information

Goal 6: Radford University students will understand the methodologies of scientific inquiry; think critically about scientific issues and understand that the results of scientific research can be critically interpreted; participate in informed discussions of scientific issues; and describe the natural/physical world within the context of a specific scientific discipline.

Radford University students will be able to:

- a. employ scientific methods to gather and analyze data and test hypotheses in a laboratory setting
- b. distinguish between findings that are based upon empirical data and those that are not
- c. explain the relationships among the sciences and between science, technology, popular media, and contemporary issues in society
- d. explain how scientific ideas are developed or modified over time based on evidence
- e. use the language of science to explain scientific principles within the context of a specific scientific discipline

Goal 7: Radford University students will understand the importance of the search for answers to humankind's most fundamental and profound questions and the ways in which these questions have been examined.

Radford University students will be able to:

- a. explain the nature and methods of inquiry in the humanities
- b. describe and explain differing views of the meaning, value, and purpose of life
- c. explain historical, philosophical, religious, or literary sources according to societal or cultural perspectives
- d. interpret and critically evaluate historical, philosophical, religious, or literary expressions of the human experience

Goal 8: Radford University students will experience and analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.

Radford University students will be able to:

- a. analyze works of art in terms of the medium's distinctive language and syntax
- b. identify and explain how works of art express human values and experiences within specific historical, cultural, and social contexts
- c. identify and explain how the visual and performing arts have been used as vehicles for influencing culture
- d. evaluate works of art from the perspectives of aesthetic and critical criteria

Goal 9: Radford University students will understand how individual, social, or cultural factors influence human behavior and shape reciprocal relationships between people and society.

Radford University students will be able to:

- a. explain the social or cultural factors that shape individuals' ideas and behaviors
- b. explain how individual and collective behaviors shape societies and cultures
- c. explain social or behavioral science concepts
- d. use social or behavioral science concepts to interpret real-world problems, including the underlying origins of such problems

Upon completion of College Core A, Radford University students will have achieved competency in two key concept areas: U.S. Perspectives and Global Perspectives.

Goal 10: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape the American experience.

Radford University students will be able to:

- a. explain basic facets of the American experience with attention to unity and diversity in American society
- b. use material studied to explain contemporary issues in the United States
- c. evaluate common institutions in American society and how they have affected, or continue to affect, different groups

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

- a. compare and contrast different perspectives used to explain the world or international issues
- b. use material studied to explain cross-cultural issues in the world
- c. evaluate differences and similarities among world cultures that affect perceptions, beliefs, or behaviors, and thus relationships between those cultures

Upon completion of College Core B, Radford University students will have a stronger foundation in three key areas: mathematical sciences or natural sciences; humanities, fine arts, or foreign languages; and social/behavioral sciences or health and wellness. As part of this area, students may take a course in a foreign language or health and wellness with learning outcomes specified below.

If a foreign language is chosen to satisfy core curriculum requirements, Radford University students will achieve a degree of competence in a foreign language and culture.

Radford University students will be able to:

- a. demonstrate language skills appropriate to the level of study
- b. analyze similarities and differences between their own and the target cultures
- c. explain contemporary international issues from the perspectives of their own and the target cultures

If a health and wellness course is chosen to satisfy core curriculum requirements, Radford University students will understand the implications of health and lifestyle choices for themselves and society.

Radford University students will be able to:

- a. identify health-related choices that promote personal well being and enhance the overall quality of life
- b. analyze the relations among factors such as nutrition, stress, and leisure as they influence personal wellness
- c. explain how personal health and lifestyle choices affect society at large
- d. explain how social and cultural factors affect personal health and lifestyle choices

Approved by GECAC on April 2, 2008

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Approved by GECAC on August 19, 2008

University Core A Proposal



SEPTEMBER 25, 2008

Committee Members



- Candice Benjes-Small (Information Lit)
- Gwen Brown (Oral Comm)
- Art Carter (Technology Lit)
- Laurie Cubbison (Written Comm)
- Rosemary Guruswamy (Written Comm)
- Sharon Hartline (Critical Thinking)
- Stephanie Semler (Critical Thinking)

Outline



- Background
- Proposal
- Rationale
- Framework
- Future plans and challenges

Charge



- Ad Hoc working committee
- Goals 1-4
- Create courses which would address the goals
- Originally given 11 credit hours
- Encouraged to think outside the box

Limitations



- Develop a plan
- Implementation issues addressed by other bodies

Framework



- Four sequential and interconnected courses
- Each addresses some outcomes listed under each goal
- Each course builds on and reinforces the one before

Moved away from



- A course in writing, a course in oral communication, a course in critical thinking, a course in information and technological literacy

Why?



- **Practical**
 - Staffing considerations
- **Pedagogical**
 - Skills are necessarily integrated
 - Learning is most effective when skills are practiced and reinforced
 - Applied rather than theoretical

Courses



- Core 101
- Core 102
- Core 201
- Core 202

Benefits of Integration



- Skills not viewed as course-specific
- Skills taught by different faculty, show not department-specific

Benefits of Reinforcement



- Studies show writing skills deteriorate after freshman year
- Core A extends writing instruction into sophomore year
- True of all skills

Benefits of Sequence



- Skills can be built upon
- Skills will be reinforced

Faculty



- 101 taught by English faculty and GTFs
- 102, 201, and 202 open to all faculty across campus
- Core retreats
- Opportunity for learning community

Oversight



- Core Curriculum Director
- Core Coordinators
 - English
 - Library
 - Philosophy
 - Communications

Assessment



- E-portfolios

Challenges



- Staffing
- Transfer articulation agreements
- Training

Questions and Suggestions



- **Forums**
 - October 2 (philosophy and framework)
 - October 16 (specific courses)

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- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. 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

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Updated and approved by Faculty Senate on September 25, 2008

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Executive Summary

University Core A: The Principles of a Classical Education in an Information Age

The goal of Radford University's General Education program is to offer a sound, liberal arts education that will serve its students well in all of their future endeavors. Core A courses are designed as a necessary foundation for that education. Core A consists of four sequential and interconnected courses that are rooted in the principles of grammar, rhetoric, and logic—the classical education referred to as the *trivium*. These timeless principles must nonetheless be studied in the context of the information age that is the 21st century, and thus each of the four courses integrates these essential competencies with information and technology literacy.

All Radford University students will take these courses, each of which will examine the competencies in relation to one another, and build upon the skills and knowledge learned in the previous courses:

- CORE 101
 - This course will introduce students to basic written and oral communication skills.
- CORE 102
 - This course will introduce students to logic and information research skills.
- CORE 201
 - This course will enhance students' ability to assess arguments and to develop written and oral arguments by further developing their skills at deductive logic.
- CORE 202
 - This course will introduce students to ethical reasoning. Students will develop collaborative projects using the skills learned in 101, 102, and 201 in relation to important ethical dilemmas in a variety of fields.

Upon completion of Core A, our students will be equipped with the foundation to become logical thinkers, effective communicators, critical users of technology, consumers of information, life-long learners, and ultimately better citizens.

Faculty from all departments across campus will be invited to teach 102, 201, and 202. Participating faculty will complete training workshops led by the core coordinators. Certain competencies and skills must be covered in each class through particular assignments, ensuring that students will be well prepared for the next course, but professors will be able to choose the topics to which the shared content is applied.

Students will maintain an electronic portfolio through the sequence of courses. The portfolio will integrate student learning across the competencies while providing the grounding for a portfolio that a student may use throughout his or her college career. Students will be asked to reflect on their developing skills and understanding at the end of each course. This portfolio will also serve as an assessment measure for each course and competency, and culminate in an assessment of the Core as a whole.

Oversight of the Core will be conducted by Core Coordinators and the Core Curriculum Director. Core Coordinators, one coordinator each from English, Philosophy and Religious Studies, Communications, and McConnell Library, will ensure consistency in all sections of the Core courses. The Core Curriculum Director will work with the individual Core Coordinators and oversee all Core courses.

Concepts

“To Know Ourselves and the World”

University Core A: The Principles of a Classical Education in an Information Age

The goal of Radford University’s General Education program is to offer a sound, liberal arts education that will serve its students well in all of their future endeavors. Core A courses are designed as a necessary foundation for that education. Core A consists of four sequential and interconnected courses that are rooted in the principles of grammar, rhetoric, and logic—the classical education referred to as the *trivium*. These timeless principles must nonetheless be studied in the context of the information age that is the 21st century, and thus each of the four courses integrates these essential competencies with information and technology literacy.

The English poet Matthew Arnold noted that our aim in our culture ought to be “to know ourselves and the world” (*Literature and Science*, 1882); that is a worthy objective for General Education. University Core A takes as its objective providing what rhetorician and philosopher Kenneth Burke called “equipment for living” (*The Philosophy of Literary Form*, 1941)—equipping our students with the foundational skills and knowledge to become logical thinkers, effective communicators, critical users of technology and consumers of information, life-long learners, and ultimately better citizens.

LEARNING OUTCOMES & SEQUENCING – Learning outcomes for Core A will be fulfilled across the series of courses, each building on and reinforcing skills learned in a previous course. Courses are designed to be taken in the following sequence: Semester 1- CORE 101; Semester 2- CORE 102; Semester 3- CORE 201; Semester 4- CORE 202. CORE 101 and CORE 102 may be satisfied through alternate forms of credit (Advanced Placement, Dual

Enrollment, and transfer credit), but students would need to include work from those courses in their electronic portfolios, identifying the grantor of credit.

SHARED CONTENT ACROSS SECTIONS - Each section of CORE 101 will address the same written and oral communication and critical thinking skills as any other section, as will each section of CORE 102, although there may be differences in reading selections across sections of both courses. All sections of CORE 201 and CORE 202 will involve some shared texts and some shared content, although the written and oral communication and critical thinking skills addressed will be the same. The professors who teach these latter courses will have some choices with respect to the social topics to which the shared content is applied.

SHARED TEXTS – To achieve consistency across sections, some texts will be shared. Courses will use a shared handbook, developed by Core Coordinators, which will contain mostly articles and exercises. The readings will increase in difficulty as students move through the sequence. The program handbook will be used throughout the sequence, and it will also be distributed to faculty outside the program so that they may draw on it for information about the Core A preparation of their students.

FACULTY RESOURCES – CORE 101 will be taught by English Faculty. CORE 102, CORE 201 and CORE 202 can be taught by any faculty member as long as s/he completes the Core Retreat, a series of faculty development workshops delivered by the Core Coordinators. The primary aim of these workshops will be to help instructors to understand and teach the shared material of the Core A courses.

CORE COORDINATORS – The Core A Retreats will be delivered by four Core Coordinators, one coordinator each from English, Philosophy and Religious Studies, Communications, and McConnell Library. The role of coordinators will be to provide consistency in all sections of the Core courses. They will deliver workshops at the Core A Retreats to ensure that all faculty members understand the course material and to suggest methods by which to teach the material. The Core Coordinators will also have oversight over the courses to confirm that the objectives are being achieved. The Core A courses will be overseen by a Core Curriculum Director who will work with the individual Core Coordinators to ensure scheduling and staffing of sections.

ASSESSMENT- Each student will maintain an electronic portfolio through the sequence of courses. Papers, projects, and presentations for each course will be housed in the portfolio. Rubrics will be used to grade these assignments. This portfolio will serve as an assessment measure for each course, each competency, and culminate in an assessment of Core A as a whole. Students who enter with Advanced Placement, Dual Enrollment, or transfer credit for courses similar to CORE 101 and/or CORE 102 will be required to submit a portfolio of materials which represent the alternate form of credit. That entrance portfolio will then form the base of their electronic portfolio. The assessment of the e-portfolios will then compare the work of native RU students with the work of students who received credit elsewhere.

CORE COURSES

CORE 101

This course will introduce students to the expectations of reading, writing, and speaking at the college level through attention to the writing process, genre, style, audience (analysis and adaptation), and Standard Written English. Students will engage in analytical writing and the incorporation of primary texts into their own writing. The course will also introduce students to basic oral communication skills (listening, language use, and non-verbal communication) and interpersonal skills, which they will apply in discussions of their writing, as well as presentation and delivery skills.

CORE 102

This course will further develop students' writing skills by emphasizing the use of logic and information literacy in their writing. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive writing. Students will continue to develop competency in information literacy as they research and write a persuasive research paper. In addition, students will learn the basic mechanics of a persuasive argumentation and make an individual persuasive presentation.

CORE 201

This course will enhance students' ability to think critically, to assess arguments in written material, and to develop written and oral arguments. This course will continue with the language-based study of logic, including deduction, the continuation and completion of fallacies, and conditional and indirect proof. Students will use these skills to address current social issues. In addition, students will continue to hone their communication skills through writing and making an oral presentation.

CORE 202

This course will provide an overview of basic approaches to ethical reasoning, including virtue theory, utilitarianism, deontology, and justice theory. These approaches will be used to examine and address various social issues, including the effects of technology on society in the 21st century. This course will serve as a culmination of the skills learned in CORE 101, 102, and 201. Students will write a collaborative research paper utilizing their skills in information literacy. In addition, they will make a team persuasive presentation using interpersonal, team, and public speaking skills.

HONORS CORE A

Proposal for a General Education Writing Requirement for Student Members of the Honors Academy

This proposal applies to student members of the Honors Academy and is intended to replace the CORE A freshman requirement (CORE 101 and CORE 102). The proposed requirement consists of one Honors Class (HNRS 103 Honors Critical Thinking and Communication) as well as Honors Sections of CORE 201 and 202. All honor students, regardless of dual enrollment, AP, or transfer credit, will be required to take HNRS 103. Based upon SAT scores and writing samples, a small number of students will take CORE 101H prior to HNRS 103.

Motivation for the proposed change:

1. Honors Students comment that they are ready and able to handle greater expectations in developing their freshman writing skills.

2. Honors Faculty comment that students enrolled in Honors Classes are unable to meet their expectations regarding fundamental rhetorical writing and therefore not ready to progress within their study of various disciplines
3. Consultants brought in lead workshops in teaching Honors Classes, especially writing in Honors Classes supported pervasive nature of the issues noted above and led the Honors Transformation Committee to propose a class to propose this course and its implementation.
4. The structure of CORE A complements this course beautifully and its content fits comfortably with the learning outcomes developed for the CORE.

Proposed Writing Requirement for Honors Students:

In order to meet their CORE writing requirement for General Education, each Honors Academy member will:

1. Successfully complete HNRS 103, (Honors Critical Thinking and Communication) as well as Honors Sections of CORE 201 and 202.

Course Description:

Students who successfully complete this course will demonstrate fundamental competence in oral and written communication including that of Expository Writing with the use of Standard Written English and fundamentals of Rhetorical Writing. Students will further enhance and demonstrate their competence in critical thinking skills and their ability to seek and evaluate different sources of information including those found in electronic media through their oral and written assignments. This class will ensure that students in the Honors Academy will be prepared to enhance their ability evaluate and use information to effectively develop their point of view on various current and classical issues as well as formulate written and oral arguments.

Implementation of this Requirement:

- a. It is recognized that some students will enter RU having completed two semesters of Freshman writing as dual enrollment in a local Community College or having

scored successfully on the AP exam. While they will still receive college credits for their work, they will also be required to complete the Honors CORE A requirement.

- b. It is also recognized that some Honors Students may not have the requisite skills to enter directly into HNRS 103. Research of the data for New Freshmen entering the Honors Academy over the past two years results in the following implementation of this policy:
 1. Any student who scores below 500 on **both** of the Verbal and Writing portions of the SAT will be required to take an Honors Section of CORE 101. (Past years' data identified about 15 students/year.)
 2. Any new Honors Student for whom we do not have both the Writing and Verbal scores of the SAT will be asked to provide a writing sample at Quest in order to determine their placement in an Honor Writing Class. (About 20 students/year.)
 3. A student who has scored below 500 on both the Verbal and Writing portions of the SAT will also be provided the opportunity to provide a writing sample during Quest.
 4. Based upon previous years' data the above options will generate 2-6 writing samples per Quest Session.
 5. Based upon previous years' data and professor reports the options described will generate 15-20 students (out of an expected 150 new freshmen) who will be placed into CORE 101H.
 6. The Department of English (specifically Dr. Guruswamy) has volunteered to read and rate the writing samples.
 7. Students who join the Honors Academy after successfully completing an Honors Section of CORE 101 (at the end of Fall semester) will enroll in HNRS 103 rather than CORE 102.

Benefits of the Core A Sequence

Students enter Radford University without the reading, critical thinking, information/technology literacy, writing and speaking skills that we would like them to have at the college level. This situation is due to a number of factors, ranging from testing methods that discourage writing and speaking assignments to a culture that devalues reading. The Core A sequence is designed on the basis of two

principles: 1) that these skills are necessarily synergistic; and 2) that learning is most effective when skills are practiced and reinforced over time.

When these skills are taught in isolated courses, students often not only do not recognize that the skills are integrated, but they also do not understand that the skills will be used in other courses. By teaching these skills in an integrated way, in sections taught by faculty from across the university, the Core A sequence will develop students' ability to employ these skills at a higher cognitive level, communicating to students that these skills will remain important throughout their college careers.

Two semesters of written communication are often insufficient to prepare students to write in their major, especially if their sophomore and junior level courses require little writing to reinforce and develop their skills. The Core A sequence extends writing instruction into the sophomore year, requiring students to build on their existing skills by completing complex assignments that demand even more sophisticated thinking and writing. Thus, students who have successfully completed the Core A sequence will be better prepared for their major coursework, allowing RU faculty to give them more challenging, subject-specific assignments.

The Core A sequence will allow learning goals and outcomes to be standardized across the student body, as each student will be required to carry out the same sorts of assignments. Students who enter with transfer credit for first-year composition courses will still need to take the sophomore-level courses, ensuring that they receive additional instruction in the core competencies that we would like them to have.

The Core A sequence can form the basis of a learning community, not just among students but also among faculty. The sequence will introduce a common RU experience for students, while retaining enough variation and flexibility to allow for personal interests. Faculty from across the university will have the opportunity to teach in the Core A sequence, particularly at the sophomore level. In order to support faculty involvement in the Core A sequence, summer retreats and workshops will be held during which faculty will learn new ways to incorporate reading, critical thinking, information/ technology literacy, writing and speaking skills into their instruction, not only in the Core A sequence but also in their other courses. These retreats and workshops will enable faculty to engage in ongoing discussions about teaching and learning with their peers.

Even as the Core A sequence recalls the traditional place of rhetoric and logic at the center of education, it also incorporates the information literacy and technology skills important for students facing 21st century careers. Students will learn to view research as an act of inquiry; whether that research takes them to traditional sources or web-based sources, they will learn to discover, critique, use, and cite information appropriately. By collecting their work in an electronic portfolio, students will learn that the work they do is interconnected, involving increasingly sophisticated skills and requiring reflection in order to continue improving. The use of the electronic portfolio rather than a print portfolio will enable students to develop their technical skills but also a sense of their own identities in an age dominated by digital media. In addition, the electronic portfolio will allow Radford University to conduct a more sophisticated assessment of the Core A sequence, as the students' skills can be evaluated over time and through a variety of assignments.

Justification and Petition Letter for STAT 200

GECAC is recommending that STAT 200 (Introduction to Statistics) be included in the mathematical sciences area of University Core B. The Mathematics and Statistics Department would like STAT 200 to be included in the mathematical sciences area of College Core B but not University Core B.

In all other areas, the menu of courses for University Core B and College Core B are identical with the addition of health and wellness and foreign languages in College Core B. Removing STAT 200 from University Core B would force departments to require a general mathematics course that may be less applicable than the study of statistics, a form of critical thinking and numerical literacy that allows students to gather, analyze, and evaluate data to form valid conclusions. The importance of STAT 200 to Radford University is demonstrated by the nearly 1300 students who take the course each year and the number programs that require it.

19 September 2008

TO: General Education Curricular Advisory Committee
ATTN: Susan van Patten

FROM: Department of Mathematics and Statistics

RE: Review of Proposed Core Curriculum Courses

Dear Committee Members,

The Department of Mathematics and Statistics has carefully reviewed the list of proposed core curriculum courses for University Core B and College Core B in the area of mathematical sciences. We approve of the proposed list as it stands, with one important exception.

As you will recall, our department petitioned GECAC during the summer to allow us to place STAT 200, Intro to Statistics, in the list for College Core B (CCB), but remove it from the list for University Core B (UCB). We were motivated to make this petition for several reasons.

1. Given the configuration of the framework, having STAT 200 in UCB means that students may graduate from Radford University without ever having taken a course in general mathematics.
2. Students in departments that currently require STAT 200, primarily in the social sciences, are students who will particularly benefit from additional exposure to general mathematics.
3. In canvassing faculty and chairs across campus, we found nearly unanimous support for requiring a core curriculum course in general mathematics, even if (for some, *especially* if) the requirement was in addition to a requirement that many departments have for STAT 200 specifically.
4. Removing STAT 200 entirely from the Core Curriculum would place an onerous burden on many departments, who would then have to require it as an add-on. Consequently, it makes sense to remove it from UCB, but leave it in CCB.

Since GECAC voted to turn down our petition in August, we have considered the reasons given by GECAC and found them to be insufficient. Specifically,

1. GECAC wants to “allow departments the flexibility to choose requirements that would best meet the needs of their students,” and since nearly 1300 students take STAT 200 each year, it is evidently an important course. However, as we have now amply demonstrated, all the departments that would be affected by our proposal, with one exception, are precisely the departments that have come out strongly in favor of our proposal.
2. GECAC stated that there remained concerns about “students being adversely affected” by our proposal, despite the stated support of the various departments. To our knowledge, the only department whose program would be adversely affected (i.e., by an unwanted add-on) is ESHE. Our representative, Dr. Smith, has met with the chairperson of ESHE, Dr. Beverly Zeakes, to explore how we can best serve her department. As a result of these discussions we are proposing to modify an existing Core Math course, MATH 114, to meet ESHE's needs. As a result, they will not need to require STAT 200, so our proposal no longer adversely affects their students. In this we have responded proactively to GECAC's concern, and found a solution.

3. GECAC stated that it has a “philosophical objection” to boxes being filled with courses with only a single prefix, since various disciplines must be prepared to share the core curriculum to the benefit of all. However, despite the fact that MATH and STAT are distinct prefixes, mathematics and statistics courses are taught by the same faculty, all from a single department. Therefore, no issue of fairness arises in this instance.

In considering whether and how to respond to GECAC's denial of our petition, our faculty again debated the relative merits of permitting students to take a statistics course as their sole math sciences course in their baccalaureate. We also reviewed the revisions in the framework and learning outcomes that have been presented since the beginning of the semester. We are increasingly alarmed at the direction the Core Curriculum is taking with respect to quantitative sciences. In addition to our original reasons for making our petition we now find that,

1. In the proposal as it stands, the quantitative (mathematical and information sciences) requirement for Radford students is being reduced by half, from 6 credit hours to 3 credit hours. This is inconsistent with the needs of our students, as repeatedly emphasized by studies at the national and state level, and as commonly and forcefully reported by our colleagues across campus. As with writing, additional coursework in quantitative sciences makes it possible for students to accomplish more – not less – in their major programs. By reducing our students' exposure to mathematical training, we are reducing their opportunities for success in the natural and social sciences where the skills they acquire in general mathematics are an essential part of their competency as students. This damages student success rates across a very broad segment of our liberal arts curriculum.
2. In conversations with our colleagues within and outside of the College of Science and Technology, there is increasing alarm at the prospect of students graduating without a general math course. Many have expressed to members of our department individually that should this situation stand, Radford University will not be academically competitive with our peer institutions, to put it as politely as possible.
3. On careful reflection we affirm that, while STAT 200 is an excellent course and satisfies the proposed Core Curriculum Outcomes in every detail, for the social sciences students on whom alone this decision will have any impact, it simply is not enough. They need more math to succeed in their majors, and in their careers.

We respectfully request that GECAC carefully consider the points we have made, and vote to endorse our petition to list STAT 200 in CCB, but not in UCB.

Sincerely,

B. Sidney Smith
Gen-ed liaison for the Dept. of Mathematics and Statistics

Dr. M. Jill Stewart
Chairperson, Dept. of Mathematics and Statistics

ADDENDUM TO THE LETTER OF PETITION BY THE MATH DEPARTMENT

Since our letter above was composed, further consultation with the department of Exercise, Sport, and Health Education has resulted in a determination that their students need the full STAT 200 course. However, the Math Dept. will still be adding a statistics component to MATH 114 for the benefit of all students.

GECAC's reasoning in denying our petition is unsatisfactory. First, GECAC wishes to preserve a particular bureaucratic structure for the course lists. We believe that bureaucratic decisions should serve the needs of our students. GECAC is inverting this principle. Second, GECAC insists that a general math course is less applicable than statistics, so students shouldn't be required to take one. GECAC's position in this regard is in direct opposition to the unanimous conclusion of our mathematics faculty, to the findings of state and national studies on this issue, and to the broad consensus of the faculty on this campus. Finally, GECAC believes that it should be in the University Core B because so many students take it. However, the question is not whether students should take statistics, but whether they should be permitted to take nothing but statistics. Therefore, GECAC's final argument commits a *non sequitur*.

GECAC's real reason for denying the petition is to take pressure off of a very small number of programs in the Health Sciences College and the School of Education, such as RCPT and ESHE, that are having trouble meeting their accreditation requirements within a 120 credit-hour limit. We are sympathetic with the dilemma these departments face, and the math department will continue to work with each department to ensure that we are providing the best service to their programs possible. Nevertheless, we cannot countenance sacrificing the educational needs of all RU students, and the quantitative component of our Core Curriculum, as drastically as GECAC proposes for any of the actual or ostensible reasons offered. The Department of Mathematics and Statistics, in consultation with our colleagues in the College of Science and Technology and across campus, will continue to press for this necessary adjustment to the GECAC Core Curriculum Proposal.

Justification and Petition Letter for RELN 206

GECAC has not included RELN 206 (Survey of Religious Experiences) in the proposed core courses. The Philosophy and Religious Studies Department requests the inclusion of RELN 206 in the humanities area of University Core B.

While GECAC appreciates the relevance and importance of the course, it does not appear to share the same introductory qualities as others proposed for the core curriculum. Furthermore, we recommend that the department investigate adding a prerequisite such as RELN 111 (Introduction to Religion) so students can better appreciate the complexities of spiritual experiences within the context of the course.

To: The General Education Curriculum Advisory Committee
From: Susan Kwilecki, Professor of Religious Studies
Re: Justification for including RELN 206 in the General Education Humanities Area
Date: October 1, 2008

For the following reasons, I ask that RELN 206 (Survey of Religious Experiences) be included as an option in the University Core B Humanities Area. (Let me apologize in advance for writing errors that may have escaped my notice, as I have had only two days to prepare this.)

1. There is no compelling justification for removing RELN 206 from the Area 7 options. In correspondence with the PHRE Department on this matter, GECAC, as far as I know, has not presented *arguments* for changing the status of RELN 206. We have heard—without full explanation—that the Committee intends to have a shorter list of courses, and therefore we must join other departments in reducing GE offerings. Also, it has been said that the course is too narrow in its focus.

With respect to the first reason, I note that GECAC has not, as far as I know, elaborated, formalized, and put before the Senate a recommendation for limited course menus. The approved “Characteristics” of the new program do not specify how many courses may be listed in each area. Thus the desire to shorten course lists has no official standing and, until it does, should not be used to eliminate particular courses from the program. Under these circumstances, the expectation that our department will relinquish courses because other departments have done so, is tantamount to advising herd behavior, and is not an academically defensible request.

Let me address the claim that RELN 206 is too narrow in its focus to be included as a Humanities General Education option.

2. The new Humanities area does not differ significantly from the current one. RELN 206 was approved for Humanities credit in the current GE program. Therefore, unless the new conceptualization of Humanities differs significantly from the old, RELN 206 should, like other GE courses such as RELN 111, simply be transferred from one system to the other. In fact, the old and new Humanities goals and learning objectives are quite similar. Hence, it is difficult to understand why the status of RELN 206 should be in jeopardy, since neither the area nor the course has changed with respect to breadth or anything else.

3. RELN 206 meets the new Humanities Learning Objectives. During my service on GECAC, the Committee judged the appropriateness of courses to General Education almost entirely in terms of their ability to meet learning objectives. On this basis, RELN 206 qualifies as a Humanities option in the new program. Let me illustrate how it meets the objectives, and in so doing address the Committee’s misgivings about course breadth.

(A) *Explain the nature and methods of inquiry in the humanities.* No course I teach is as methodologically demanding as RELN 206. This is so because of its subject matter—reported direct encounters with supernatural powers. We read the testimonies of people who claim to have spoken with

God, toured heaven or hell, seen Christ, been rescued by an angel or possessed by a demon, and so on. The first impulse of students upon reading these accounts is not, as the course requires, to fathom the *human* causes and consequences of the experiences, but to try to determine their theological validity—did the subject really see an angel? With constant vigilance and practice, by the end of the semester, most students have mastered the humanistic approach and, told an experience, immediately read it for what it reveals about the subject. The course provides an excellent opportunity to realize the “methods” outcome with data that make it unusually challenging.

(B) Describe and explain differing views of the meaning, value, and purpose of life. Insofar as the origins of major religious traditions—the sources of “differing views of the meaning, value, and purpose of life”—can be known, they lie in the religious experiences of founders and their followers. The Koran, e.g., derives from possession-like episodes in which Muhammad spoke words putatively channeled from Allah. Without the Prophet’s religious experiences, there would be no Islam. Likewise, Buddhism originated in the enlightenment experience of Siddhartha Gautama, a yogic trance state from which he gleaned the causes of and a solution to human suffering. Christianity would not exist had not the early followers of Jesus encountered him *after his death*. Their interpretation of those experiences differentiated Christianity from Judaism. Conceptualizations of the meaning of life from the Hebrew prophets, early Christianity (as well as later variations, particularly Catholicism and Pentecostalism), Buddhism, Vedantic Hinduism, and the New Age movement are reviewed as we examine religious experiences and their place in religious life as a whole. Further, the course endlessly illustrates, with individual cases, the power of religious experiences to bolster in the face of doubt, or change entirely, personal convictions concerning the value and purpose of life.

(C) Explain historical, philosophical, religious, or literary sources according to societal or cultural perspectives. Again, course materials consist largely of firsthand reports of encounters with supernatural powers: “I was sitting at my desk when an angel appeared to my left and warned me to act busy, my boss was coming. . . .” One of the first lessons students learn, and repeatedly practice, is how to read these critically, as products of particular cultures and personalities. For example, Christian accounts of the risen Christ must be understood within the first century Jewish debate on the fate of the dead; contemporary American reports of delightful angels and benevolent ghosts must be interpreted in light of prevailing cultural values such as individualism and religious tolerance.

(D) Interpret and critically evaluate historical, philosophical, religious, or literary expressions of the human experience. An important course agenda is the consideration of the collective and personal effects of religious experiences. We observe, e.g., the violent outcomes of some prophetic experiences (such as those of David Koresh, leader of the Branch Davidians), and, at the same time, the instant relief of debilitating grief or substance addiction following other types of religious experiences. Mystical experiences are compared to psychotic episodes; demon possession is found to have social advantages. In all, students learn, through the study of “reported direct encounters,” the general gifts and liabilities of religion, its power to both heal and destroy.

I believe that RELN 206 meets the old and the new Humanities Learning Objectives as thoroughly as RELN 111 (which, as I teach it, focuses on religious responses to suffering) and RELN 112 (which, as I

teach it, focuses on ideas in the earliest scriptures of seven traditions). It simply does so through a different lens.

4. RELN 206 explores a universal mode of addressing life’s “most fundamental and profound questions” that is otherwise neglected in Area 7 options. Humanities courses delineate the “search for answers to humankind’s most fundamental and profound questions” in its various forms—philosophical inquiry, literature, etc. RELN 206 frames an approach to the quest for meaning that is probably overlooked in other courses, viz., the exploitation of altered states of consciousness. Religious experiences reveal a species-wide potential to bypass completely the restrictions of the sensory world. RELN 206 presents the physiologically-rooted capacity for non-ordinary perception as a pathway to the meaning of life. Students learn that humans often grasp the largest and most influential truths in decidedly non-rational ways. Subjects of religious experiences see the goddess Isis arise from the ocean, become one with the cosmos, visit dead loved ones, and battle the devil hand to hand. It is exactly in these moments of expanded perception that they learn what is true and valuable. Such an approach might be considered aberrant except for the fact that it is precisely the one taken by religious founders and many of their followers, even today. As William James puts it, “our normal waking consciousness, rational consciousness as we call it, is but one special type of consciousness, whilst all about it, parted from it by the filmiest of screens, there lie potential forms of consciousness entirely different. . . . No account of the universe in its totality can be final which leaves these other forms of consciousness quite disregarded” (*Varieties of Religious Experience*, New York: Macmillan, 1961, p. 305). I think RELN 206 is not only suitable to the new Humanities area, but would enrich it.

5. Students report general insights into religion and the human condition. At the end of the semester, I routinely ask RELN 206 students what they have learned about the place of religious experiences in life. Many responses present broad humanistic realizations. For example, last spring, a student wrote:

“I have learned, rather reinforced my knowledge, that religious experiences are a complex facet of the complicated phenomenon known as the human experience. As scholars have studied these events in the past and will surely continue to study them, they will confound explanation and understanding. As one question may be answered, three more will surface. As one doorway in the human mind is opened, many more mysteries and doorways lie in wait. Scholars, observers, followers, skeptics, and even the experiencers themselves will always be confounded by religious experiences, no matter what their form. Th[eir] nature will always remain mysterious and intangible, and therefore always an indispensable facet of the ineffable human experience.”

This pupil is not unusual. Year after year, RELN 206 students report that they have gained a new appreciation of the complexity and mystery of the human mind. This, along with the preceding points, convinces me that despite the focus on religious experiences (again, *all* religious studies courses focus on particular aspects of religious life), the course is an appropriate and valuable Humanities option.

To: The Faculty Senate

From: Susan Kwilecki, Professor of Religious Studies

Re: RELN 206

Date: October 9, 2008

The PHRE Department was notified that GECAC had decided, on the basis of the catalogue description, to delete RELN 206 “Survey of Religious Experiences” from the list of Humanities offerings in the new GE program. I petitioned against this. My request was denied. Yesterday the Committee’s justification (in a letter from Susan Van Patten to the PHRE Chair) was forwarded to me. It consisted of only one phrase, viz., RELN 206 “does not appear to share the same introductory qualities as other core courses.”

I understand that Susan Van Patten has forwarded my petition to the Senate. This addendum addresses GECAC’s claim that, compared to other courses in the new program, RELN 206 lacks appropriate introductory qualities.

1. RELN 206 was considered broad enough to serve as a Humanities option in the existing program.
2. As I observed in my petition to GECAC, its scope is sufficiently wide to meet the new Humanities Learning Objectives.
3. The list of approved courses includes many with titles other than “Introduction to _____,” such as:
 - PHIL 111 Knowledge, Reality, and the Human Condition
 - PHIL 112: Ethics and Society
 - PHIL 114 Origins of Western Philosophy
 - GEOG 203 Appalachian Geography (in U.S. Perspectives).

In my judgment, the Committee has rightly included these courses. A GE program consisting only of “Introduction to _____” offerings would be bland indeed.

However, it is unclear to me what “introductory qualities” these courses have that RELN 206 lacks. All introductory courses entail a selection of representative aspects of the subject matter, even, as I wrote in my petition, RELN 111 “Introduction to Religion.” In RELN 206, that feature is a critical universal element of religious traditions around the world and throughout history. Why religious experiences are unacceptably narrow as an introduction to the human quest for meaning, when, e.g., *social ethics* and the *origins* of *Western* philosophy are sufficiently general, escapes me.

For these reasons, and those I wrote in my original petition, I ask that the Senate reverse this apparently arbitrary and, I suspect, hasty decision.

CORE A

Course Syllabi, Outcomes and Projects

10/13/2008

Radford University

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CORE 101

Catalog entry

CORE 101 – Three hours lecture (3).

This course will introduce students to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience (analysis and adaptation), and Standard Written English (SWE). Students will write analytically and incorporate primary texts into their own writing. The course will also introduce students to basic oral communication skills (listening, language use, and non-verbal communication) and interpersonal skills, which they will apply in discussions of their writing. Presentation and delivery skills will also be introduced through informal activities.

Detailed Description of Content of Course

The course focuses on the composing process, the relationship between reading, writing, speaking and thinking, and on the rhetorical principles that inform successful oral and written communication. Students practice thinking and writing strategies that allow them to generate ideas, synthesize complex information, organize ideas and information, and revise their writing.

They examine their own writing and writing done by others to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level material such as essays, news articles, and commentaries. In so doing, they learn to summarize, paraphrase, and quote correctly, with an introduction to proper citation and the avoidance of plagiarism.

The study of writing emphasizes frequent practice and feedback. In the course students write several essays that receive written and oral responses from both the instructor and classmates. Concepts of interpersonal and small group communication are introduced in the context of interviewing, student-teacher conferencing and peer review sessions.

Students practice various ways to develop content for their essays and speeches, learning how to use feedback for revision. They explore and communicate their own ideas about a variety of subjects, including but not limited to personal experience. Students also practice using both narrative and non-narrative strategies of development.

Detailed Description of Conduct of Course

The course focuses on skills, strategies, and processes rather than on specific subject matter. Content related to written and oral communication is introduced in the context of projects. Activities are various and interactive, with emphasis on active participation by students both as individuals and in groups. When appropriate, instructors may lecture and lead discussions. Activities may also include student-led discussion of assigned reading, student-led discussion of writing in process, small-group discussion of writing in process, and/or public reading of writing in process, followed by discussion. Ample opportunity is provided for the composition of

multiple drafts in response to peer and instructor comments. Writing includes informal writing--in class and out--in the form of reading journals, correspondence, and class exercises--intended to allow students to make discoveries both about the topics they write on and the nature of the writing process itself. Formal writing assignments include a sequence of essays, each approximately 1,000 words in length.

The personal essay introduces students to the Aristotelian concept of ethos by asking students to write a paper in which they reflect on and analyze the ways they present themselves in a variety of situations both offline and online. This project will serve as the introduction within the electronic portfolio.

The profile project introduces interpersonal communication in the context of an interview, which students then develop into a profile for a non-academic audience. They must include accurate dialogue, correctly punctuated.

Students will write a personal opinion paper on a local or current issue, developing reasons and examples to support their opinion. Students are permitted but not required to bring in outside sources, but if they do so, those sources must be cited using a recognized academic citation style.

In a textual analysis project, students will read one or more primary texts, fiction or non-fiction, and analyze issues raised by them. They will cite their sources and include a works cited entry. They will employ summary, paraphrase and quotation in the course of their analysis.

Goals and Objectives of Course

This course combines the goals and objectives of the four Core A areas:

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. CORE 101 students will:

- a. Develop and apply a thesis statement and a variety of organization strategies in order to construct an argument. Through reading, students will identify their typical writing patterns of language use and develop their skills in grammar, punctuation, spelling, and sentence structure.
- b. Use the writing process, including a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Determine the most appropriate audience, genre and style for a particular project, with options being provided by the assignment.
- d. Read primary text(s) and then write a critical analysis, using their readings as the source material for a synthesis of the text's ideas with their own, through the use of summary (identifying key terms and concepts), paraphrase, and quotation.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 101 students will:

- a. Identify and explain the components of and influences on the communication process in the interpersonal setting of their planned interviews.
- b. Provide demonstrate effective listening and critical analysis skills in the interpersonal setting of their planned interviews.
- c. Identify and apply communication strategies appropriate for the interpersonal setting of their planned interviews.
- d. Identify and demonstrate communication skills appropriate in the interpersonal setting of their planned interviews.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 101 students will:

- a. Read and analyze written and spoken material for the following elements: purpose, main idea, and organizational patterns.
- b. Determine meanings of new vocabulary words through context clues in the reading.
- c. Identify the thesis of a written text and construct a thesis for their own writing.
- d. Explain the importance of rational support for a thesis and provide rational support for a thesis in their own writing.

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. CORE 101 students will:

- a. Explain contemporary technological trends and issues related to social networking.
- b. Use industry standard technologies as indicated by the instructor.
- c. Define and explain plagiarism and will not represent work attributable to others as their own by recording all pertinent citation information, giving credit by quoting and listing references, and explaining why different documentation styles exist.
- d. Examine and compare information from various sources to evaluate point of view or bias.

Assessment Measures:

Students will produce a number of formal and informal texts which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

CORE 102

Catalog Entry

CORE 102 – (3 hours) –

Prerequisite: CORE 101.

This course will further develop students' writing and speaking skills by emphasizing the use of logic and information literacy. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce students to elements of logic and their use in persuasive writing. Students will continue to develop competency in information literacy as they research and write a persuasive research paper. In addition, students will learn the basic mechanics of public speaking and make individual informative and persuasive presentations.

Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Students will be introduced to key concepts in public speaking, such as appropriate language and delivery choices, articulation and non-verbal communication. Students will also be introduced to key concepts in logic and argumentation, including inductive reasoning, stasis theory, Toulmin logic, and logical fallacies.

In the course of the research project, students will be introduced to research as inquiry, using both print and digital sources to gather information on a topic and then to use that information as evidence to support an oral argument as well as an extended written argument. Students will continue to develop their skill in the use of sources, learning to synthesize the arguments of their sources with their own, developing an ethical approach to the use of sources, and evaluating the credibility, reliability, and accuracy of their selected sources.

Students will also develop their reading skills by analyzing multiple literary or rhetorical texts as expressions of ideas and opinions about contemporary life. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

Detailed Description of Conduct of Course

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The first major assignment will be an informative speech in which the students use visual aids to create presentations to support the speech. The other two major assignments will consist of a researched argument project and a textual analysis project. The researched argument project will include a working bibliography, annotations, activities that analyze the arguments of the student's sources as well as the student's own argument, and a persuasive speech. For the textual analysis project, students will analyze a number of texts in relation to each other, such as a set of secondary texts which comment on a

primary text. For both projects, students will produce multiple drafts, receiving feedback from their instructor and peers.

The research facet of the course emphasizes the process of research as well as the final product of the term paper. A visit to the Radford University library and exposure to its various research tools, such as the computerized catalog system, major indexes, and electronic sources orients the students to the library's offerings. Students are encouraged to design their own research projects in conjunction with personal interests and/or the theme of the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing.

Goals and Objectives of Course

This course combines the goals and objectives of the four Core A areas:

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. CORE 102 students will:

- a. Apply a thesis statement and a variety of organization strategies in order to construct an essay using reasonable arguments. They will continue to develop their skills in grammar, punctuation, spelling, and sentence structure.
- b. Work through the writing process appropriate to a research paper using a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Produce a textual analysis project and a researched argument project using a style appropriate for an academic audience;
- d. Read a primary text with accompanying secondary texts, analyzing the relationship between the texts in a written project, and write a researched argument, using sources they have read and evaluated for logic, accuracy and bias, entering into discussion with these sources' ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 102 students will:

- a. Analyze their audiences and identify and explain how the audiences influence the choice of topic and the communication approach involved in making the informative or persuasive presentation
- b. Demonstrate analytical skills in the selection and organization of materials appropriate for the presentation.
- c. Identify and apply appropriate communication strategies to inform or persuade their audiences, such as adapting material to specific audience demographics and developing organizational patterns appropriate for the topic and audience.

- d. Identify and demonstrate communication skills appropriate for the informative or persuasive presentation, such as delivery skills, language skills, and general organizational skills.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 102 students will:

- a. Identify the processes of induction, deduction, and other key elements of logical reasoning in critical reading and in their own speech and writing.
- b. Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable.
- c. Analyze arguments in written and oral communication by applying the concepts of thesis and rational support.
- d. Read opinions from a variety of sources and interpret multiple or contradictory claims and viewpoints different from their own.

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. CORE 102 students will:

- a. Explain contemporary trends and issues in information technology.
- b. Use industry standard technologies as indicated by instructor.
- c. Identify and discuss issues of privacy, security, censorship, and freedom of speech in relation to digital and print information;
- d. Use an appropriate documentation format consistently, by differentiating between types of sources being cited and identifying the elements and syntax of a citation.
- e. Research topics using library resources, obtaining satisfactory results from a library database by identifying key words, synonyms, and related terms and revising search terms effectively.
- f. Examine and compare information and differing viewpoints from various sources to evaluate reliability, validity, timeliness, and authority.

Assessment measures:

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

CORE 103

Catalog Entry

CORE 103 –HONORS (3 hours)

Prerequisite: Admission to the Honors Academy.

This course will develop students' writing and speaking skills by emphasizing the use of logic and information literacy. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive communication. Students will develop competency in information literacy as they research and write a persuasive research paper. In addition, students will learn the basic mechanics of oral communication and make an individual persuasive presentation.

Detailed Description of Content of Course

Like the other Core A courses, this course emphasizes the composing process, the relationship between reading, thinking, writing, and speaking, and the rhetorical principles that inform successful oral and written communication. Students will be introduced to key concepts in public speaking, such as appropriate language and delivery choices, articulation and non-verbal communication. Students will also be introduced to key concepts in logic and argumentation, including inductive reasoning, stasis theory, Toulmin logic, and logical fallacies, as well as the need to support claims with evidence.

In the course of the research project, students will be introduced to research as inquiry, using both print and digital sources to gather information on a topic and then to use that information as evidence to support an oral argument as well as an extended written argument. Students will continue to develop their skill in the use of sources, learning to synthesize the arguments of their sources with their own, developing an ethical approach to the use of sources, and evaluating the credibility, reliability and accuracy of their selected sources.

Students will also develop their reading skills by analyzing multiple literary or rhetorical texts as expressions of ideas and opinions about contemporary life. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

Detailed Description of Conduct of Course

The course focuses on skills, strategies, and processes rather than on specific subject matter. Activities are various and interactive, with emphasis on active participation by students both as individuals and in groups. When appropriate, instructors may lecture and lead discussions. Activities may also include student-led discussion of assigned reading, student-led discussion of writing in process, small-group discussion of writing in process, and public reading of writing in

process, followed by discussion. Ample opportunity is provided for the composition of multiple drafts in response to peer and instructor comments. Writing includes informal writing in the form of reading and learning blogs, correspondence, and class exercises, intended to allow students to make discoveries both about the topics they write on and the nature of the writing process itself. Projects include:

The personal essay on “Self-Expression in the Digital Age” introduces students to the Aristotelian concept of ethos by asking students to write a paper in which they reflect on and analyze the ways they present themselves in a variety of situations both offline and online. This project opens the electronic portfolio.

For the Textual Analysis Project, students will analyze the issues raised by a set of texts in relation to each other, using at least two primary texts and associated secondary texts. Students will cite their sources and include a works cited page. Students will also write a researched argument paper in which they conduct research in order to develop a line of inquiry and then argue a thesis related to their topic.

Goals and Objectives of Course

This course combines the goals and objectives of the four Core A areas:

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. CORE 103 students will:

- a. Apply a thesis statement and a variety of organization strategies in order to construct an essay using reasonable arguments. They will develop their skills in grammar, punctuation, spelling, and sentence structure.
- b. Work through the writing process appropriate to a research paper using a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Produce a textual analysis project and a researched argument project using a style appropriate for an academic audience.
- d. Read a pair of primary texts, with associated secondary texts, and analyze the relationships between them in a written project, and write a researched argument, using sources they have evaluated for logic, accuracy and bias, entering into discussion with these sources’ ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 103 students will:

- a. Identify and explain components of and influences on the communication process in public speaking contexts;

- b. Demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts;
- c. Identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts;
- d. 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. CORE 103 students will:

- a. Apply the processes of induction, and other key elements of logical reasoning to their speech and writing;
- b. Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable;
- c. Analyze issues, solve problems, and apply reasoning to everyday situations;
- d. Accurately interpret multiple or contradictory claims and viewpoints different from their own.

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. CORE 103 students will:

- a. Explain contemporary trends and issues in information technology.
- b. Use industry standard technologies as indicated by instructor.
- c. Identify and discuss issues of privacy, security, censorship, and freedom of speech in relation to digital and print information;
- d. Use an appropriate documentation format consistently, by differentiating between types of sources being cited and identifying the elements and syntax of a citation.
- e. Research topics using library resources, obtaining satisfactory results from a library database by identifying key words, synonyms, and related terms and revising search terms effectively.
- f. Examine and compare information and differing viewpoints from various sources to evaluate reliability, validity, timeliness, and authority.

Assessment measures:

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a

designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

CORE 201

Catalog Entry

CORE 201 – (3 hours)

Prerequisite: CORE 102.

This course will further develop students' skills in logic, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication in the public sphere and create their own arguments designed for public speaking. The course will include a major public communication project that requires them to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for public persuasion.

Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Key concepts in public speaking, such as appropriate language and delivery choices will be reinforced. Students will be introduced to formal deductive logic, common forms of inductive argument, the full spectrum of informal fallacies and the ways in which these are integrated into public communication.

In the course of the public persuasion project, students will continue to hone their skills in research as inquiry, using both print and digital sources to gather information on a topic which will then be used as evidence to support both oral argument and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple rhetorical texts as expressions of ideas and opinions about contemporary life. In the process of such critique, students will learn how to evaluate differing views on various public issues, how to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

Detailed Description of Conduct of Course

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The first major assignment will be a written critique of a set of arguments on an issue. The other two major assignments will consist

of a researched argument project in which students research a major issue in the public sphere and a public communication project. The researched argument project will include a working bibliography, annotations, activities that analyze and evaluate the arguments of the student's sources as well as the student's own line of argumentation. An overview of the viewpoints and beliefs with respect to the issue chosen by the student will be integral to the project. The research project will lead to the persuasive project (which may take any public form, but must have a written component) making the case for a view chosen by the student. For both projects, students will produce multiple drafts, receiving feedback from their instructor and peers.

The research facet of the course emphasizes the process of research using general and scholarly sources as well as the final product of the term paper. Students will learn about and use the Radford University library and its various research tools, such as the computerized catalog system and major databases. Students will be required to design their own research projects in conjunction with personal interests and/or the theme of the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing, both individually and in groups.

Goals and Objectives of Course

This course combines the goals and objectives of the four Core A areas:

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. CORE 201 students will:

- a. Express their claim in a thesis statement which they will support with reasonable arguments, in Standard Written English;
- b. Demonstrate that they have engaged in the acts of invention, organization, drafting, revision, editing, proofreading, and presentation in producing their written work;
- c. Employ an appropriate and sophisticated style for the assignment, aimed at a public audience;
- d. Critically read and evaluate sources for logic, accuracy and bias and then write a researched argument, entering into discussion with these sources' ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 201 students will be able to

- a. Analyze their audiences, explaining how the audiences influence the choice of topic and the communication approach involved in making this persuasive group presentation; students will also identify and explain how decision-making and problem-solving skills influenced their communication as a team.

- b. Demonstrate analytical skills in the selection and organization of materials appropriate for the presentation; students will also demonstrate analytical skills in critiquing the communication and performance of the group.
- c. Identify and apply appropriate communication strategies to persuade their audiences, such as adapting material to specific audience demographics, developing organizational patterns appropriate for the topic and audience, and developing appropriate argumentation strategies while avoiding fallacious reasoning.
- d. Identify and demonstrate communication skills appropriate for the persuasive presentation, such as delivery skills, language skills, and general organizational skills; students will also identify and demonstrate communication skills appropriate for a group presentation (as opposed to a presentation by an individual speaker).

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 201 students will:

- a. Apply the processes of induction, deduction, and other key elements of logical reasoning in critical reading and to student's own speech and writing.
- b. Demonstrate skills in thesis creation and rational support by creating well-reasoned arguments and evaluating the value information used for evidence and support, and arguing against competing claims when applicable.
- c. Analyze issues, solve problems, and apply reasoning to everyday situations.
- d. Read and interpret accurately multiple or contradictory claims and viewpoints different from their own, through a survey of viewpoints on selected topics and textual analysis.

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. CORE 201 students will:

- a. Independently choose technologies that best support the purposes of the product and the intended audience.
- b. Explain issues related to intellectual property, copyright, and the fair use of copyrighted material.
- c. Research topics and retrieve scholarly articles through library databases, which they will then read, paraphrase, and summarize effectively.
- d. Use consciously selected criteria to evaluate information from other sources and draw conclusions based on information gathered.

Assessment measures:

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

CORE 202

Catalog Entry

CORE 202 – (3 hours)

Prerequisite: CORE 201.

This course will develop students' skills in reading, writing, oral communication, and logic, including a broad introduction to the methods of ethical reasoning. Students will become familiar with an ethical issue and reason through the questions surrounding it. Students will also strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication with respect to ethical topics and create their own sustained line of reasoning regarding an ethical topic. The course will include a major project that requires them to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for ethical reasoning.

Detailed Description of Content of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Students will become familiar with the major methods of ethical reasoning, including rule-based reasoning, cost-benefit analysis, and reasoning rooted in the examination of character traits. Students will research and evaluate the ethical arguments supporting the viewpoints in a major ethical issue, ultimately creating arguments of their own to support an ethical conviction.

In the course of the researched argument project, students will continue to hone their skills in research as inquiry, using both scholarly sources to gather information on a topic and then to use that information as evidence to support both oral arguments and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their public projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple literary or rhetorical texts as expressions of ethical viewpoints and arguments. In the process of such critique, students will learn to evaluate differing views on various ethical issues, to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

Detailed Description of Conduct of Course

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The first major assignment will be a written critique of conflicting ethical arguments. The other two major assignments will consist of a researched argument project in which students research a major ethical issue in an ethical argument project. An overview of the viewpoints and beliefs with respect to the issue chosen by the student will be integral to the project. The project will lead to the public communication project (which may take any form, but must have a written component) making the case for an ethical claim chosen by the student. For both projects, students will produce multiple drafts, receiving feedback from their instructor and peers.

The research facet of the course emphasizes the process of research using scholarly, disciplinary sources as well as the final product of the term paper. Students will learn about and use the Radford University library and its various research tools, such as the computerized catalog system and major databases. Students will be required to design their own research projects in conjunction with personal interests and/or the readings in the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing, both individually and in groups.

Goals and Objectives of Course

This course combines the goals and objectives of the four Core A areas:

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. CORE 202 students will

- a. Construct and apply a thesis statement and a variety of organization strategies in order to construct an essay (in Standard Written English) using reasonable arguments.
- b. Work through the writing process appropriate to the assignment using a number of activities associated with invention, organization, drafting, revision, editing, proofreading, critical reading, and presentation.
- c. Employ an appropriate and sophisticated academic style for written assignments, aimed at an academic audience.
- d. Read and evaluate sources for logic, accuracy, bias, and other rhetorical elements and discuss the ideas of these sources in written projects (one of which will be collaborative), which they will document using a major documentation format while avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 202 students will

- a. Analyze their audiences and identify and explain how the audiences influence the choice of topic and the communication approach involved in making a persuasive group presentation;

students will also identify and explain how decision-making and problem-solving skills influenced their communication as a team.

- b. Demonstrate analytical skills in the selection of materials appropriate for the presentation and organization of the presentation; students will also demonstrate analytical skills in critiquing the communication and performance of the group.
- c. Identify and apply appropriate communication strategies to persuade their audiences, such as adapting material to specific audience demographics, developing organizational patterns for the topic and audience, and developing argumentation strategies while avoiding fallacious reasoning.
- d. Identify and demonstrate communication skills appropriate for the persuasive and group presentations, such as delivery skills, language skills, and general organizational skills.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 202 students will:

- a. Demonstrate the processes of induction, deduction and other key elements of logical reasoning through critical reading and analysis in their speech and writing.
- b. Create an extended chain of well-reasoned arguments by evaluating the validity of ideas and information, providing appropriate and reliable evidence and support, and arguing against competing claims when applicable.
- c. Analyze ethical problems and issues and apply methods of reasoning to everyday situations through textual analysis and research.
- d. Critically read and interpret accurately multiple or contradictory claims and viewpoints different from their own through textual analysis and research.

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. CORE 202 students will:

- a. Explain contemporary technological trends and issues.
- b. Use industry standard technologies as appropriate to support their speaking and writing projects, focusing on principles of design and communication for the intended audience.
- c. Identify ethical considerations for using and sharing digital and print information, including copyrighted images and text.
- d. Develop and carry out a research plan that integrates the use of library databases and other forms of inquiry to retrieve scholarly articles, including primary and secondary sources.

- e. Identify the cultural, physical, or other contexts within which information was created and the impact of context on the probable accuracy by questioning the source, the limitations of gathering information, and the reasonableness of the conclusions.

Assessment measures:

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

Learning Goals and Outcomes for the CORE A Sequence

Distributed Outcomes - CORE 101

CORE 101 – This course will introduce students to college-level reading, writing, and speaking through attention to the writing process, genre, style, audience (analysis and adaptation), and Standard Written English. Students will write analytically and incorporate primary texts into their own writing. The course will also introduce students to basic oral communication skills (listening, language use, and non-verbal communication) and interpersonal skills, which they will apply in discussions of their writing. Presentation and delivery skills will also be introduced through informal activities

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. CORE 101 students will:

- a. Develop and apply a thesis statement and a variety of organization strategies in order to construct an argument. Through reading, students will identify their typical writing patterns of language use and develop their skills in grammar, punctuation, spelling, and sentence structure.
- b. Use the writing process, including a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Determine the most appropriate audience, genre, and style for a particular project, with options being provided by the assignment.
- d. Read primary text(s) and then write a critical analysis, using their readings as the source material for a synthesis of the text's ideas with their own through the use of summary (identifying key terms and concepts), paraphrase, and quotation.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 101 students will:

- a. Identify and explain the components of and influences on the communication process in the interpersonal setting of their planned interviews.
- b. Provide demonstrate effective listening and critical analysis skills in the interpersonal setting of their planned interviews.
- c. Identify and apply communication strategies appropriate for the interpersonal setting of their planned interviews.
- d. Identify and demonstrate communication skills appropriate in the interpersonal setting of their planned interviews.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 101 students will:

- a. Read and analyze written and spoken material for the following elements: purpose, main idea, and organizational patterns.
- b. Determine meanings of new vocabulary words through context clues in the reading.
- c. Identify the thesis of a written text and construct a thesis for their own writing.
- d. Explain the importance of rational support for a thesis and provide rational support for a thesis in their own writing.

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. CORE 101 students will:

- a. Explain contemporary technological trends and issues related to social networking.
- b. Use industry standard technologies as indicated by the instructor.
- c. Define and explain plagiarism, and they will not represent work attributable to others as their own by recording all pertinent citation information, giving credit by quoting and listing references, and explaining why different documentation styles exist.
- d. Read, examine, and compare information from various sources to evaluate point of view or bias.

Distributed Outcomes – CORE 102

CORE 102 – This course will further develop students' writing skills by emphasizing the use of logic and information literacy in their writing. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce students to elements of logic and their use in persuasive writing. Students will continue to develop competency in information literacy as they research and write a persuasive

research paper. In addition, students will learn the basic mechanics of public speaking and make individual informative and persuasive presentations.

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. CORE 102 students will

- a. Apply a thesis statement and a variety of organization strategies in order to construct an essay using reasonable arguments. They will continue to develop their skills in reading, grammar, punctuation, spelling, and sentence structure.
- b. Work through the writing process appropriate to a research paper using a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Produce a textual analysis project and a researched argument project using a style appropriate for an academic audience.
- d. Read a primary text with accompanying secondary texts, analyzing the relationship between the texts in a written project, and write a researched argument, using sources they have read and evaluated for logic, accuracy and bias, entering into discussion with these sources' ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 102 students will

- a. Analyze their audiences and identify and explain how the audiences influence the choice of topic and the communication approach involved in making the informative or persuasive presentation.
- b. Demonstrate analytical skills in the selection of materials appropriate for the presentation and organization of the presentation.
- c. Identify and apply appropriate communication strategies appropriate to inform or persuade their audiences, such as adapting material to specific audience demographics and developing organizational patterns appropriate for the topic and audience.
- d. Identify and demonstrate communication skills appropriate for the informative or persuasive presentation, such as appropriate delivery skills, language skills, and general organizational skills.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 102 students will:

- a. Identify the processes of induction, deduction, and other key elements of logical reasoning in critical reading and to student's own speech and writing.

- b. Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable.
- c. Analyze arguments in written and oral communication by applying the concepts of thesis and rational support.
- d. Read opinions from a variety of sources and interpret multiple or contradictory claims and viewpoints different from their own, understand the concepts of critical analysis.

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. CORE 102 students will:

- a. Explain contemporary trends and issues in information technology.
- b. Use industry standard technologies as indicated by instructor.
- c. Identify and discuss issues of privacy, security, censorship, and freedom of speech in relation to digital and print information;
- d. Use an appropriate documentation format consistently, by differentiating between types of sources being cited and identifying the elements and syntax of a citation.
- e. Research topics using library resources, obtaining satisfactory results from a library database by identifying key words, synonyms and related terms and revising search terms effectively.
- f. Examine and compare information and differing viewpoints from various sources to evaluate reliability, validity, timeliness and authority.

Distributed Outcomes – CORE 103

CORE 103 – This honors course will develop students’ writing and speaking skills by emphasizing the use of logic and information literacy. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce honors students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive communication. Students will develop competency in information literacy as they research and write a persuasive research paper. In addition, students will learn the basic mechanics of oral communication and make an individual persuasive presentation.

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. CORE 103 students will:

- a. Apply a thesis statement and a variety of organization strategies in order to construct an essay using reasonable arguments. They will develop their skills in grammar, punctuation, spelling, and sentence structure.

- b. Work through the writing process appropriate to a research paper using a number of activities aimed at developing habits of invention, organization, drafting, revision, editing, proofreading, and presentation.
- c. Produce a textual analysis project and a researched argument project using a style appropriate for an academic audience.
- d. Read a pair of primary texts, with associated secondary texts, and analyze the relationships between them in a written project, and write a researched argument, using sources they have evaluated for logic, accuracy and bias, entering into discussion with these sources' ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 103 students will:

- a. Identify and explain components of and influences on the communication process in public speaking contexts.
- b. Demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts.
- c. Identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts.
- d. 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. CORE 103 students will:

- a. Apply the processes of induction, and other key elements of logical reasoning to their speech and writing.
- b. Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable.
- c. Analyze issues, solve problems, and apply reasoning to everyday situations.
- d. Accurately interpret multiple or contradictory claims and viewpoints different from their own.

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. CORE 103 students will:

- a. Explain contemporary trends and issues in information technology.
- b. Use industry standard technologies as indicated by instructor.

- c. Identify and discuss issues of privacy, security, censorship, and freedom of speech in relation to digital and print information;
- d. Use an appropriate documentation format consistently, by differentiating between types of sources being cited and identifying the elements and syntax of a citation.
- e. Research topics using library resources, obtaining satisfactory results from a library database by identifying key words, synonyms and related terms and revising search terms effectively.
- f. Examine and compare information and differing viewpoints from various sources to evaluate reliability, validity, timeliness, and authority.

Distributed Outcomes – CORE 201

CORE 201 – This course will further develop students’ skills in logic, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication in the public sphere and create their own arguments designed for public speaking. The course will include a major public communication project that requires them to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for public persuasion.

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. CORE 201 students will:

- a. Express their claim in a thesis statement which they will support with reasonable arguments, in Standard Written English.
- b. Demonstrate that they have engaged in the acts of invention, organization, drafting, revision, editing, proofreading, and presentation in producing their written work.
- c. Employ an appropriate and sophisticated style for the assignment, aimed at a public audience.
- d. Critically read and evaluate sources for logic, accuracy and bias and then write a researched argument, entering into discussion with these sources’ ideas, which they will document using a major documentation format, avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 201 students will:

- a. Analyze their audiences, explaining how the audiences influence the choice of topic and the communication approach involved in making this persuasive group presentation; students

will also identify and explain how decision-making and problem-solving skills influenced their communication as a team.

- b. Demonstrate analytical skills in the selection and organization of materials appropriate for the presentation; students will also demonstrate analytical skills in critiquing the communication and performance of the group.
- c. Identify and apply appropriate communication strategies to persuade their audiences, such as adapting material to specific audience demographics, developing organizational patterns appropriate for the topic and audience, and developing appropriate argumentation strategies while avoiding fallacious reasoning.
- d. Identify and demonstrate communication skills appropriate for the persuasive presentation, such as delivery skills, language skills, and general organizational skills; students will also identify and demonstrate communication skills appropriate for a group presentation (as opposed to a presentation by an individual speaker).

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 201 students will:

- a. Apply the processes of induction, deduction and other key elements of logical reasoning in critical reading and to student's own speech and writing.
- b. Demonstrate skills in thesis creation and rational support by creating well-reasoned arguments and evaluating the value information used for evidence and support, and arguing against competing claims when applicable.
- c. Analyze issues, solve problems, and apply reasoning to everyday situations.
- d. Read and interpret accurately multiple or contradictory claims and viewpoints different from their own, through a survey of viewpoints on selected topics and textual analysis.

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. CORE 201 students will:

- a. Independently choose technologies that best support the purposes of the product and the intended audience.
- b. Explain issues related to intellectual property, copyright, and the fair use of copyrighted material.
- c. Research topics and retrieve scholarly articles through library databases, which they will then read, paraphrase, and summarize effectively.
- d. Use consciously selected criteria to evaluate information from other sources and draws conclusions based on information gathered.

Distributed Outcomes – CORE 202

CORE 202 – This course will develop students’ skills in reading, writing, oral communication, and logic, including a broad introduction to the methods of ethical reasoning. Students will become familiar with an ethical issue, and reason through the questions surrounding it. Students will also strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication with respect to ethical topics and create their own sustained line of reasoning regarding an ethical topic. The course will include a major project that requires them to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for ethical reasoning.

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. CORE 202 students will

- a. Construct and apply a thesis statement and a variety of organization strategies in order to construct an essay (in Standard Written English) using reasonable arguments.
- b. Work through the writing process appropriate to the assignment using a number of activities associated with invention, organization, drafting, revision, editing, proofreading, critical reading, and presentation.
- c. Employ an appropriate and sophisticated academic style for written assignments, aimed at an academic audience.
- d. Read and evaluate sources for logic, accuracy, bias and other rhetorical elements and discuss the ideas of these sources in written projects (one of which will be collaborative), which they will document using a major documentation format while avoiding plagiarism.

Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. CORE 202 students will

- a. Analyze their audiences and identify and explain how the audiences influence the choice of topic and the communication approach involved in making a persuasive group presentation; students will also identify and explain how decision-making and problem-solving skills influenced their communication as a team.
- b. Demonstrate critical analysis skills in the selection of materials appropriate for the presentation and organization of the presentation and critique of the communication and performance of the group.
- c. Identify and apply appropriate communication strategies appropriate to persuade their audiences, such as adapting material to specific audience demographics, developing organizational patterns appropriate for the topic and audience, and developing appropriate argumentation strategies while avoiding fallacious reasoning.

- d. Identify and demonstrate communication skills appropriate for the persuasive and group presentations, such as appropriate delivery skills, language skills, and general organizational skills.

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation. CORE 202 students will:

- a. Demonstrate understanding of the processes of induction, deduction and other key elements of logical reasoning to their speech and writing through critical reading and analysis.
- b. Create an extended chain of well-reasoned arguments by evaluating the validity of ideas and information, providing appropriate and reliable evidence and support, and arguing against competing claims when applicable.
- c. Analyze ethical problems and issues and apply reasoning to everyday situations through textual analysis and research.
- d. Critically read and interpret accurately multiple or contradictory claims and viewpoints different from their own through textual analysis and research.

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. CORE 202 students will:

- a. Explain contemporary technological trends and issues.
- b. Use industry standard technologies as appropriate to support their speaking and writing projects, focusing on principles of design and communication for the intended audience.
- c. Identify ethical considerations for using and sharing digital and print information, including copyrighted images and text.
- d. Develop and carry out a research plan that integrates the use of library databases and other forms of inquiry to retrieve scholarly articles, including primary and secondary sources.
- e. Identify the cultural, physical, or other contexts within which information was created and understands the impact of context on the probable accuracy by questioning the source, the limitations of gathering information, and the reasonableness of the conclusions.

Major Projects in the CORE A Sequence

CORE 101

Project 1: Self-expression in the digital age

In this project, students will discuss and reflect on the ways in which they express themselves in their daily lives – in person, in their schoolwork, and through technology. In the course of doing

this project, students will learn about the electronic portfolio and begin constructing/developing the way they will represent themselves as Radford University students. It will serve as the student's first entry in the e-portfolio.

Tasks associated with this project:

- Use the writing process to develop an organized essay in Standard Written English
- Use small group communication skills during the peer review process
- Analyze aspects of self-representation and privacy in the context of social networking
- Use appropriate technology to set up the student's electronic portfolio

Project 2: Profiling a professional

In this project, students will interview and then write a profile of a person in a field that interests the student. Students will record the interviews, which they will then include as an audio file on their e-portfolio.

Tasks associated with this project:

- Use the writing process to develop an organized essay in Standard Written English, with correct formatting and punctuation of dialogue
- Use interpersonal skills during the interview process
- Use small group communication skills during the peer review process
- Use appropriate technology* to record the interview and transfer it to the portfolio
- Describe and analyze the views of the interviewee
- Documentation of a personal interview

* Students may be required to purchase or have available to them a digital audio recorder which may also serve as a flash drive.

Project 3: Thesis-driven argument #1

Students will write a personal opinion essay on a Radford University issue (or an appropriate issue within the community), developing reasons and examples to support their opinions. Students are permitted, but not required, to bring in outside sources. If they do so, those sources must be cited using a recognized academic style.

Tasks associated with this project:

- Analyze a local issue, apply reasoning to the problem and develop a solution

- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Choose an appropriate audience to be persuaded and use a style appropriate to that audience
- Use small group communication skills in the peer review process

Project 4: Textual Analysis Project #1

Students will read primary texts and analyze issues raised by them in relation to each other. The texts may be fiction or non-fiction. Genre is open.

Tasks associated with this project:

- Summarize the reading accurately
- Paraphrase and quote correctly from the reading to support the student's analysis
- Analyze issues raised by the readings
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Use small group communication skills in the peer review process
- Cite and document the texts used and prepare works cited entries

Reading Journals

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, newspapers, and/or magazines, and other sources). Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

Tasks associated with this project:

- Summarize the reading accurately
- Paraphrase and quote correctly from the reading to support the student's analysis
- Analyze issues raised by the readings
- Cite and document the texts used and prepare works cited entries

CORE 102

Project 1: Evaluating Wikipedia (Informative Speech)

Students will choose a topic of which they have some personal knowledge and experience. They will collect relevant Wikipedia pages on the topic and evaluate the information they contain, the pages' editing history, and verify the Wikipedia information through other sources. Students will then prepare visual aids which they will use to support an oral presentation to their classmates, during which they will present their findings.

Tasks associated with this project:

- Evaluate Wikipedia pages in terms of their credibility, reliability, and accuracy
- Identify those aspects of wiki software that allow it to be edited by users and the practices used by Wikipedia.org to evaluate the information on the site
- Develop a presentation with visual aids appropriate to support an informative speech
- Analyze the audience for the presentation
- Prepare and deliver an informative speech appropriate to that audience

Project 2: Textual Analysis Project #2

In this project, students will analyze a set of texts in relation to each other by examining a primary text together with a set of secondary texts which comment on it. Tasks associated with this project:

- Summarize the readings accurately
- Paraphrase and quote correctly from the readings to support the student's analysis
- Analyze issues raised by the readings
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Examine the relationship between the secondary texts and the primary text
- Use small group communication skills in the peer review process
- Cite and document the texts used and prepare works cited entries

Project 3: Researched Argument #1

In this project, students will write a research paper in which they will first conduct research in order to answer a research question and then argue a thesis related to their topic. During this project they will use library resources, from books and print periodicals to online databases, to gather the material to support their claims.

Tasks associated with this project:

- Develop a research question and research strategy
- Identify appropriate search strategies for different types of database software
- Use library catalog and databases to retrieve print and digital sources
- Annotate the sources they find, evaluating them for credibility, reliability, timeliness and accuracy
- Prepare a working bibliography
- Prepare and deliver a persuasive speech
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Use small group communication skills in the peer review process
- Cite and document the sources used and prepare works cited entries

Reading Journals

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, newspapers, and/or magazines, and other sources). Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

Tasks associated with this project:

- Summarize the reading accurately
- Paraphrase and quote correctly from the reading to support the student's analysis
- Analyze issues raised by the readings
- Cite and document the texts used and prepare works cited entries

CORE 103

Project 1: Self-expression in the digital age

In this project, students will discuss and reflect on the ways in which they express themselves in their daily lives – in person, in their schoolwork, and through technology. In the course of doing this project, students will learn about the electronic portfolio and begin constructing/developing the way they will represent themselves as Radford University students. It will serve as the student's first entry in the e-portfolio.

Tasks associated with this project:

- Use the writing process to develop an organized essay in Standard Written English
- Use small group communication skills during the peer review process
- Analyze aspects of self-representation and privacy in the context of social networking
- Use appropriate technology to set up the student's electronic portfolio

Project 2: Textual Analysis Project – Honors

In this project, students will analyze the issues raised by a set of texts in relation to each other, using at least two primary texts and associated secondary texts.

Tasks associated with this project:

- Summarize the readings accurately
- Paraphrase and quote correctly from the readings to support the student's analysis
- Analyze issues raised by the readings
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Examine the relationship between the secondary texts and the primary text
- Use small group communication skills in the peer review process
- Cite and document the texts used and prepare works cited entries

Project 3: Researched Argument #1

In this project, students will write a research paper in which they will first conduct research in order to answer a research question and then argue a thesis related to their topic. During this project they will use library resources, from books and print periodicals to online databases, to gather the material to support their claims.

Tasks associated with this project:

- Develop a research question and research strategy
- Identify appropriate search strategies for different types of database software
- Use library catalog and databases to retrieve print and digital sources
- Annotate the sources they find, evaluating them for credibility, reliability, timeliness and accuracy
- Prepare a working bibliography
- Prepare and deliver a persuasive speech
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Use small group communication skills in the peer review process
- Cite and document the sources used and prepare works cited entries

CORE 201

Project 1: Textual Analysis Project #3

In this project, students will gather a collection of arguments on a current issue in the news or on a topic related to the course theme. Using the principles of logic and rhetoric, students will develop criteria for strong arguments and evaluate the arguments they've gathered according to that criteria.

Tasks associated with this project:

- Summarize the readings accurately
- Paraphrase and quote correctly from the readings to support the student's analysis

- Analyze issues raised by the readings
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Examine the relationship between the varying arguments
- Use small group communication skills in the peer review process
- Cite and document the texts used and prepare works cited entries

Project 2: Researched Argument #2

In this project, students will use a combination of general interest and scholarly sources in order to conduct research on a current issue in the news or on a topic related to the theme of the course and develop a solution.

Tasks associated with this project:

- Develop a research question and research strategy
- Identify appropriate search strategies for different types of database software
- Use library catalog and databases to retrieve print and digital sources
- Distinguish between general interest and peer-reviewed sources
- Annotate the sources they find, evaluating them for credibility, reliability, timeliness and accuracy
- Prepare a working bibliography
- Prepare and deliver a persuasive speech
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Use small group communication skills in the peer review process
- Cite and document the sources used and prepare works cited entries

Project 3: Public Communication Project #1

In this project, students will assert their own opinions on the issue examined in the researched argument in at least two different media. The written component will be an op-ed type column, such as might appear in a newspaper aimed at a general circulation. For the other media, students may choose to make a video or to prepare an oral presentation supported by PowerPoint.

Tasks associated with this project:

- Analyze a local issue, apply reasoning to the problem and develop a solution
- Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Choose an appropriate audience to be persuaded and use a style appropriate to that audience
- Use small group communication skills in the peer review process

Reading Journals

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, newspapers, and/or magazines, and other sources). Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

Tasks associated with this project:

- Summarize the reading accurately
- Paraphrase and quote correctly from the reading to support the student's analysis
- Analyze issues raised by the readings
- Cite and document the texts used and prepare works cited entries

CORE 202

Project 1: Textual Analysis Project #4

In this project, students will apply the skills they have developed through the previous textual analysis projects to a critique of conflicting ethical arguments on a major ethical issue.

Tasks associated with this project:

- Summarize the readings accurately
- Paraphrase and quote correctly from the readings to support the student's analysis
- Analyze issues raised by the readings
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Examine the relationship between the varying arguments
- Use small group communication skills in the peer review process
- Cite and document the texts used and prepare works cited entries

Project 2: Researched Argument Project #3

In this project, students will work in a group of three to examine the significant aspects of a major ethical issue and how different methods of ethical reasoning would approach the issue. Students will collaborate on the research, drafting and oral presentation on the project, producing a website on which they present their findings.

Tasks associated with this project:

- Develop a research question and research strategy
- Identify appropriate search strategies for different types of database software
- Prepare and distribute a survey
- Conduct and record an interview, using appropriate technology
- Use library catalog and databases to retrieve print and digital sources
- Annotate the sources they find, evaluating them for credibility, reliability, timeliness, and accuracy
- Prepare a working bibliography
- Prepare and deliver a persuasive speech
- Use the writing process to develop and apply a thesis statement to organize an advocacy website in SWE

- Evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence
- Use small group communication skills in the peer review process
- Cite and document the sources used and prepare works cited entries

Project 3: Public Communication Project #2

In this project, students will assert their own opinions on the ethical issue examined in the researched argument in at least two different media. The written component will be an op-ed type column, such as might appear in a newspaper aimed at a general circulation. For the other media, students may choose to make a video or to prepare an oral presentation supported by PowerPoint.

Tasks associated with this project:

- Analyze a local issue, apply reasoning to the problem and develop a solution
- Create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims
- Use the writing process to develop and apply a thesis statement to organize an argument essay in SWE
- Choose an appropriate audience to be persuaded and use a style appropriate to that audience
- Use small group communication skills in the peer review process

Reading Journals

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, online newspapers, and/or magazines, and other sources). Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

Tasks associated with this project:

- Summarize the reading accurately
- Paraphrase and quote correctly from the reading to support the student's analysis
- Analyze issues raised by the readings
- Cite and document the texts used and prepare works cited entries

Resources

The following resources are among those that have influenced our thinking:

- Benander, R., & Lightner, R. (2005). Promoting Transfer of Learning: Connecting General Education Courses. *JGE: The Journal of General Education*, 54(3), 199-208.
- Glynn, S. M., Aultman, L. P., & Owens, A. M. (2005). Motivation to Learn in General Education Programs. *JGE: The Journal of General Education*, 54(2), 150-170.
- Graff, G. (2003). *Clueless in Academe: How Schooling Obscures the Life of the Mind*. New Haven, Conn.: Yale University Press.
- Harrington, S., Malencyk, R., Peckham, I., Rhodes, K., & Yancey, K. B. (2001). W.P.A. Outcomes Statement for First-Year Composition. *College English*, 63(3), 321-325.
- Hatcher, D. L. (2006). Stand-Alone Versus Integrated Critical Thinking Courses. *JGE: The Journal of General Education*, 55(3-4), 248-272.
- Huot, B., & O'Neill, P. (Eds.). (2009). *Assessing Writing: A Critical Sourcebook*. Boston: Bedford/St. Martin's.
- Lunsford, A. A., & Lunsford, K. J. (2008). "Mistakes are a Fact of Life": A National Comparative Study. *College Composition and Communication*, 59(4), 781-806.
- Mackey, T. P., & Jacobson, T. E. (2004). Integrating Information Literacy in Lower- and Upper-Level Courses: Developing Scalable Models for Higher Education. *JGE: The Journal of General Education*, 53(3-4), 201-224.
- Mazer, J. P., Hunt, S. K., & Kuznekoff, J. H. (2007). Revising General Education: Assessing a Critical Thinking Instructional Model in the Basic Communication Course. *JGE: The Journal of General Education*, 56(3-4), 173-199.
- Middle States Commission on Higher Education. (2003). *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum*. Retrieved from <http://www.msche.org/publications/Developing-Skills080111151714.pdf>
- Morreale, S., Rubin, R. B., & Jones, E. (1998). Speaking and Listening Competencies for College Students. 2008, from <http://www.natcom.org/nca/files/ccLibraryFiles/FILENAME/000000000085/College%20Competencies.pdf>.
- Schamber, J. F., & Mahoney, S. L. (2006). Assessing and Improving the Quality of Group Critical Thinking Exhibited in the Final Projects of Collaborative Learning Groups. *JGE: The Journal of General Education*, 55(2), 103-137.
- Weissman, J., & Boning, K. J. (2003). Five Features of Effective Core Courses. *JGE: The*

Journal of General Education 52(3), 150-174.

Westphal-Johnson, N., & Fitzpatrick, M. A. (2002). The Role of Communication and Writing Intensive Courses in General Education: A Five Year Case Study of the University of Wisconsin-Madison. *JGE: The Journal of General Education*, 51(2), 73-102.

Yancey, K. B. (Ed.). (2006). *Delivering College Composition: The Fifth Canon*. Portsmouth, N.H.: Boynton/Cook.

CORE A Committee

Facilitator: Candice Benjes-Small, McConnell Library

Communication: Gwen Brown

English: Rosemary Guruswamy and Laurie Cubbison

Information Technology: Art Carter

Philosophy and Religion: Sharon Hartline and Stephanie Semler



Open Forum on Core Characteristics & Courses

October 30, 2008

Current General Education Features

- Most general education courses are introductory in level and have no prerequisites--intended for students with little or no background in the particular discipline.
- Most general education courses are broad in scope--providing students with an overview of an academic discipline or subject matter.
- Most general education courses are offered every semester, or at a minimum every second semester--providing all students the opportunity to plan a course schedule for the whole year.
- Most general education courses are taught in multiple sections by a number of different professors--providing students a range of choices in designing a course schedule compatible with their own learning style and time preferences.

Core Characteristics

Advising Issues

1. CORE sequence
2. Disciplinary breadth

Course Characteristics

3. 100- and 200-level courses
4. Meeting all learning outcomes
5. Introduction to academic discipline or field of study

Core Characteristics

Program Organization

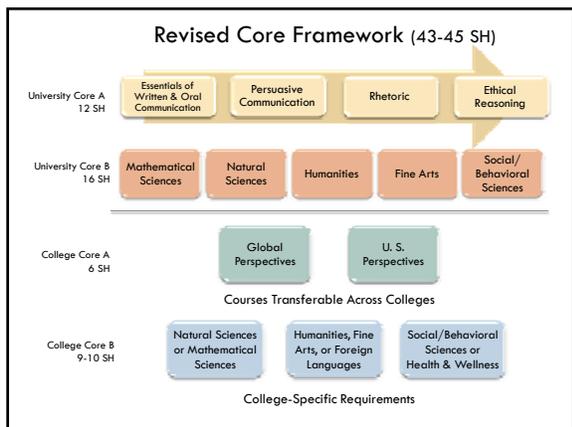
6. Courses offered multiple times each year with the possibility of multiple faculty members
7. Courses will be listed in individual areas in University Core B and can only fulfill a single requirement
8. College Core B can be limited to specific areas or courses at the College or Departmental level

Assessment and Review

- Courses will be assessed every three years
 - Frequency of course offerings
 - Enrollment
 - Faculty
- Must demonstrate compliance with core characteristics
- Courses will have a year to revise courses before recommended removal

Proposed Courses

- Core coordinators & initial review of courses
- Appeal process
 - STAT 200
 - RELN 206
- Faculty Senate amendments
- Other additions
 - Significant revision of existing courses
 - New course proposals
 - Core Core A (U.S. & Global Perspectives)



Sample Curriculum Change: **Nursing**

<p>Area 1: ENGL 101, 102 Area 2: 3 SH Area 3: FDSN 214 Area 4: 6 SH Area 5: 3 SH Area 6: STAT 200 & 3 SH Area 7: BIOL 105 & CHEM 120 Area 8: HIST 101/102/111/111 SOCY 110 PSYC 121 3 SH Elective: PSYC 230</p> <p>TOTAL: 50 SH</p>	<p>University Core A CORE 101, 102, 201, 202</p> <p>University Core B STAT 200 BIOL 105 Humanities Fine Arts PSYC 121</p> <p>College Core A Global Perspectives SOCY 110</p> <p>College Core B CHEM 120 Humanities/FA/Language FDSN 214</p> <p>Other Required Courses PSYC 230</p> <p>TOTAL: 47 SH</p>
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Sample Curriculum Change: **BBA Management**

<p>Area 1: ENGL 101, 102 Area 2: 3 SH Area 3: 3 SH Area 4: 6 SH Area 5: ECON 340 Area 6: STAT 200 & MATH 126/151 Area 7: 8 SH Area 8: HIST 101/102/111/111 ECON 105 3 SH 3 SH Elective: COMM 114/240</p> <p>TOTAL: 50 SH</p>	<p>University Core A CORE 101, 102, 201, 202</p> <p>University Core B STAT 200 Natural Sciences Humanities Fine Arts ECON 105</p> <p>College Core A Global Perspectives U.S. Perspectives</p> <p>College Core B MATH 126/151 Humanities/FA/Language Social Sciences/H&W</p> <p>Other Required Courses ECON 340</p> <p>TOTAL: 46 SH</p>
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Sample Curriculum Change: **Sports Medicine**

<p>Area 1: ENGL 101, 102 Area 2: 3 SH Area 3: HLTH 200 Area 4: 6 SH Area 5: 3 SH Area 6: STAT 200 & ITEC Area 7: CHEM 101 & CHEM 102/103 Area 8: HIST 101/102/111/111 PSYC 121 6 SH Elective: COMM 114</p> <p>TOTAL: 50 SH</p>	<p>University Core A CORE 101, 102, 201, 202</p> <p>University Core B STAT 200 CHEM 101 Humanities Fine Arts PSYC 121</p> <p>College Core A Global Perspectives U.S. Perspectives</p> <p>College Core B CHEM 102/103 Humanities/FA/Language HLTH 200</p> <p>TOTAL: 44 SH</p>
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Another Conceptualization

<ul style="list-style-type: none"> □ CORE (12 SH) □ Sciences (10-11 SH) <ul style="list-style-type: none"> □ Mathematical Sciences (3-6 SH) □ Natural Sciences (4-8 SH) □ Human Experience (9-10 SH) <ul style="list-style-type: none"> □ Humanities (3-6 SH) □ Fine Arts (3-6 SH) □ Foreign Languages (0-4 SH) 	<ul style="list-style-type: none"> □ Social & Health Sciences (6 SH) <ul style="list-style-type: none"> □ Social/Behavioral Sciences (3-6 SH) □ Health & Wellness (0-3 SH) □ Perspectives (6 SH) <ul style="list-style-type: none"> □ Global Perspectives (3 SH) □ U.S. Perspectives (3 SH) <p style="text-align: center;">TOTAL: 43-45 SH</p>
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Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: December 8, 2008

Department: Not Applicable

Contact Person: Laurie Cubbison

Course or Program ID: CORE 101

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal describes the new CORE 101 course that is being created as part of the Core Curriculum reform effort. See attached new course proposal for a complete description.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date: August 2009

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

1. Catalog Entry

Date: December 8, 2008

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

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, interpersonal and computer skills. This course has been approved for Core Curriculum credit in University Core A. This course replaces ENGL 101, and students cannot receive credit for both CORE 101 and ENGL 101.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. **NOTE:** This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

The course uses four major projects (described in the next section) to organize instruction on

- the composing process,
- the relationship between reading, writing, speaking, and thinking,
- and on the rhetorical principles that inform successful oral and written communication.

Students practice thinking, reading, and writing strategies that allow them to generate ideas, synthesize complex information, organize and revise their writing.

Students examine their own writing and writing done by others to determine how subject, audience, purpose, and context provide choices and constraints for the writer and speaker. They read, discuss, and analyze college-level material such as essays, news articles, and commentaries. In so doing, they learn to summarize, paraphrase, and quote correctly, with an introduction to proper citation and the avoidance of plagiarism.

The study of writing emphasizes frequent practice and feedback. In the course students write essays that receive written and oral responses from both the instructor and classmates. Concepts of interpersonal and small group communication are introduced in the context of interviewing, student-teacher conferencing and peer review sessions.

Students practice various ways to develop content for their essays and speeches, learning how to use feedback for revision. They explore and communicate their own ideas about a variety of subjects, including but not limited to personal experience. Students also practice using both narrative and non-narrative strategies of development.

In connection with the electronic portfolio, a web-based system for collecting student work, certain technical skills will be covered in the course. Students will learn aspects of file organization and the relationship between their own computer and the server on which the portfolio will be housed. Students will also distinguish between design and content in print and electronic documents and make appropriate design decisions for the documents they produce. Students will also be introduced to various types of computer-mediated communication as rhetorical situations they should master.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

The course focuses on skills, strategies, and processes rather than on specific subject matter. Content related to written and oral communication is introduced in the context of projects. Activities are various and interactive, emphasizing active participation by

students individually and in groups. When appropriate, instructors may lecture and lead discussions. Activities may also include student-led discussion of assigned reading, student-led discussion of writing in process, small-group discussion of writing in process, and/or public reading of writing in process, followed by discussion. Students will compose multiple drafts in response to peer and instructor comments. Writing includes informal writing--in class and out--in the form of reading logs and class exercises, intended to allow students to make discoveries both about the topics they write on and the nature of the writing process itself. Formal writing assignments include a sequence of projects, each approximately 1,000 words in length:

Self-expression

Through this unit, students will learn to use the writing process to develop an organized essay in standard written English and will develop small group communication skills during the peer review process. The overall theme of the unit will be the nature and purpose of writing: how students have used writing in the past and how they may use it in the future. For example, students may discuss and reflect on the ways in which they express themselves in their daily lives – in person, in their schoolwork, and through technology. In the course of this project, students will also learn about the electronic portfolio and begin constructing/developing the way they will represent themselves as Radford University students.

Profile

In this unit, students will interview and then write a profile of a person of interest to the student. Students will record the interviews, which they will then include as an audio file on their e-portfolio. Through this unit, students will learn interpersonal skills during the interview process, use appropriate technology to record the interview and transfer it to the portfolio, as well as describe and analyze the views of the interviewee in an essay.

Thesis-driven argument -101

This unit introduces the thesis-driven argument, a type of writing to which students will return throughout the CORE sequence. Students will write a personal opinion essay, developing reasons and examples to support their opinions. Students may be encouraged to choose a topic of local interest. If so, this assignment may be combined with the profile assignment. If students use outside sources, those sources must be cited using a recognized academic style. Through this unit, students will begin to 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.

Textual Analysis Project - 101

This project asks students to look at the choices made by authors. Students will read primary texts, either fiction or non-fiction, and examine their ideas and language. In the course of doing so, students will learn to summarize readings accurately as well as to paraphrase and quote correctly from the readings to support the student's analysis of

issues raised by the readings. They will also learn to cite and document the texts used and prepare works cited entries.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this 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 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:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations

- d. 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:

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

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Students will produce a number of formal and informal texts which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

Students will use a digital audio recorder to record their interviews and upload them to their electronic portfolios.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

Serving as the first course in the new Core A sequence, CORE 101 will introduce incoming students to college-level written and oral communication expectations. The course replaces ENGL 101 and includes content from COMM 114 in the existing general education program's Area 1. Also incorporating critical reading and thinking as well as

technology, the course initiates the university's effort to assess four of the six core competencies listed under the guidelines of the State Council of Higher Education for Virginia.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

The course will be required of all incoming Radford University students who have not received transfer credit for an introductory written communication course.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

The course will be offered in sections of no more than 25 students.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

Each fall semester approximately 70 sections will be offered. A handful of sections will be offered each spring semester to serve students who are off sequence for whatever reason (spring admission, failure or withdrawal from the course in the fall semester).

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

This course has no prerequisites, but it does serve as the prerequisite for CORE 102.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

This course will be taught by the English department faculty, adjunct instructors and graduate teaching fellows (GTFs) who are currently teaching English 101. All University CORE A instructors will participate in faculty development training related to the core A courses. CORE A training will be incorporated into the pre-semester workshop for faculty and graduate student participants in the GTF Mentoring Program, the pedagogical theory course required of first-year GTFs, and the regularly scheduled program meetings required of all GTF mentoring program participants.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

CORE 101 will replace ENGL 101, which will be deleted. Otherwise, there will be no impact on the department of English. Courses which specify ENGL 101 as a prerequisite will need to be adjusted.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

No additional facilities, equipment, or supplies will be required. Students may be required to purchase digital audio recorders.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

The materials which currently support ENGL 101 are sufficient to support this course.

2. List in priority order the additional materials to be purchased.

Faculty development resources

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

An electronic portfolio system will be needed to carry out the assessment of the course.

f. Other Anticipated Resources

Sufficient audio/video recording equipment will be needed to support the program.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: December 8, 2008

Department: Not Applicable

Contact Person: Laurie Cubbison

Course or Program ID: CORE 102

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal describes the new CORE 102 course that is being created as part of the Core Curriculum reform effort. See attached new course proposal for a complete description.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date:

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

1. Catalog Entry

Date: December 8, 2008

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

Further development of students' writing and speaking skills with an emphasis on logic and information literacy. Students will learn how to form and support claims with attention to underlying assumptions that people bring to arguments. The course will introduce students to basic elements of logic and their use in persuasive writing. Students will continue to develop competency in information literacy and will learn the basic mechanics of public speaking by making individual informative and persuasive presentations. This course has been approved for Core Curriculum credit in University Core A. This course replaces ENGL 102, and students cannot receive credit for both CORE 102 and ENGL 102.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. **NOTE:** This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

This course continues the emphasis of the Core sequence on the composing process, and the relationship between reading, thinking, writing, and speaking, but also

- the rhetorical principles that inform successful oral and written communication;

- key concepts in public speaking, such as appropriate language and delivery choices, articulation and non-verbal communication;
- key concepts in logic and argumentation, including inductive reasoning, stasis theory, Toulmin logic, and logical fallacies;
- research as inquiry, using both print and digital sources to gather information on a topic;
- evaluating the quality of information;
- using information as evidence to support an oral argument as well as an extended written argument.

Students will also develop their reading skills by analyzing literary or rhetorical texts as expressions of ideas and opinions about contemporary life. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

In relation to information technology literacy, students will be introduced to presentation software as well as methods for storing and presenting information online from the perspective of the end user.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The projects include the following:

Informative Speech

Students will present an informative speech on a given topic. In the course of that speech, they will report on the reliability of collaborative web content applications (e.g. Wikipedia) and other online sources. Students will evaluate these entries in terms of their credibility, reliability, and accuracy. The presentation will develop students' ability to prepare and deliver a speech to an audience. This project may be connected thematically or topically with the researched argument project.

Textual Analysis Project - 102

Textual Analysis Project -102 builds on the skills learned in the first textual analysis project in CORE 101. Students will analyze a primary text alongside secondary texts which comment on it (such as a historical document with essays by historians or a novel alongside its criticism) in order to uncover the relationship between a text and its scholarship. They will evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence. Students will summarize, paraphrase and quote from the texts, documenting them correctly in a works cited page.

Researched Argument – 102

In this project, students will write a research paper in which they will first conduct research in order to answer a research question and then argue a thesis related to their topic. A visit to the Radford University library and exposure to its various research tools, such as the computerized catalog system, major indexes, and electronic sources orients the students to the library's offerings. Students are encouraged to design their own research projects in conjunction with personal interests and/or the theme of the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing. They will prepare annotations of their sources, a working bibliography, and a persuasive speech as part of the overall process.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this 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:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. 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:

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

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Students will produce a number of formal and informal texts which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

Students' speeches will be videotaped, so that they can be uploaded to the electronic portfolio.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

Serving as the second course in the Core A sequence, CORE 102 will develop students' competency in academic writing and speaking. The course replaces ENGL 102 and includes content from COMM 114 in the existing general education program's Area 1. The course also introduces students to basic logical concepts as well as library research techniques.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

The course will be required of all second semester Radford University students who have not received transfer credit for a first-year writing course sequence and a public speaking course. (This exception may be re-evaluated during program assessment.)

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

The course will be offered in sections of no more than 25 students.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

Each spring semester approximately 70 sections will be offered. A handful of sections will be offered each fall semester to serve students who are off sequence for whatever reason (spring admission, failure, or withdrawal from the course in the spring semester).

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

The prerequisite for the course consists of CORE 101 or the equivalent transfer credit, in order to ensure that CORE 102 students have sufficient preparation in written and oral communication.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

This course will be taught primarily by English department faculty, adjunct instructors, and graduate teaching fellows who are currently teaching ENGL 102. The opportunity to teach the course will be made available to other faculty in the university. All University CORE A instructors will participate in faculty development training related to the core A courses. CORE A training will be incorporated into the pre-semester workshop for faculty and graduate student participants in the GTF Mentoring Program, the pedagogical theory course required of first-year GTFs, and the regularly scheduled program meetings required of all GTF mentoring program participants.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

CORE 102 will replace ENGL 102, which will be deleted. Otherwise, there will be no impact on the department of English. Courses which specify ENGL 102 as a prerequisite will need to be adjusted.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

Access to video equipment will be necessary to videotape student speeches.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the

purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

This course will be served by materials currently serving ENGL 102.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

An electronic portfolio system will be needed to carry out the assessment of the course.

f. Other Anticipated Resources

Sufficient audio/video recording equipment will be needed to support the program.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: December 8, 2008

Department: Not Applicable

Contact Person: Laurie Cubbison

Course or Program ID: CORE 103

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal describes the new CORE 103 course that is being created for the Honors Academy as part of the Core Curriculum reform effort. See attached new course proposal form for a complete description.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date: August 2009

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

1. Catalog Entry

Date: December 8, 2008

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

Development of students' writing and speaking skills with emphasis on logic and information literacy. Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication. This course has been approved for Core Curriculum credit in University Core A.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. **NOTE:** This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

Like the primary Core A courses, this course emphasizes

- the composing process;
- the relationship between reading, thinking, writing, and speaking;
- the rhetorical principles that inform successful oral and written communication;
- key concepts in public speaking, such as appropriate language and delivery choices, articulation and non-verbal communication, through presentations and debate;
- key concepts in logic and argumentation, including inductive reasoning, stasis theory, Toulmin logic, and logical fallacies, as well as the need to support claims with evidence;
- research as inquiry, using both print and digital sources to gather information on a topic and then use that information as evidence to support an oral and written arguments;
- synthesis of source material with their own ideas;
- an ethical approach to the use of sources;
- and evaluation of the credibility, reliability and accuracy of their selected sources.

Students will also develop their critical reading skills by analyzing multiple literary or rhetorical texts as expressions of ideas and opinions about contemporary life. Students will learn to set aside their own feelings about these texts or the ideas therein, focusing instead on producing an objective, critical analysis of the texts.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

The course focuses on skills, strategies, and processes rather than on specific subject matter. Activities are various and interactive, with emphasis on active participation by students both as individuals and in groups. When appropriate, instructors may lecture and lead discussions. Activities may also include student-led discussion of assigned reading, student-led discussion of writing in process, small-group discussion of writing in process, and public reading of writing in process, followed by discussion. Ample opportunity is provided for the composition of multiple drafts in response to peer and instructor comments. Writing includes informal writing in the form of reading and learning blogs,

correspondence, and class exercises, intended to allow students to make discoveries both about the topics they write on and the nature of the writing process itself. Projects include:

- Personal essay on Self-Expression in the Digital Age – This project introduces students to the Aristotelian concept of ethos by asking students to write a paper in which they reflect on and analyze the ways they present themselves in a variety of situations both offline and online. This project opens the electronic portfolio.
- Textual Analysis Project - Honors – In this project, students will analyze the issues raised by a set of texts in relation to each other, using at least two primary texts and associated secondary texts. Students will cite their sources and include a works cited page. As a part of the project, they will prepare an oral presentation, supported by visual aids.
- Researched Argument Project - Honors – Students will write an argument paper in which they conduct research in an area of inquiry and then argue a thesis related to their topic. They will then prepare an oral presentation, supported by visual aids.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this 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:

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:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. 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:

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

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

Students' speeches will be videotaped, so that they can be uploaded to the electronic portfolio.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

Currently, many students in the Honors Academy receive credit for the general education writing requirement through programs offered in the high schools, such as Advanced Placement and Dual Enrollment. However, these programs are variable in their quality, not always providing the instruction in research writing that faculty expect in Honors courses. This course is intended to provide instruction in the core competencies of written and oral communication, critical thinking, and information/technology literacy to Honors Academy students, particularly those who might otherwise exempt from CORE 101 and 102. Those Honors students whose communication skills are weaker may be required to enroll in CORE 101 before enrolling in CORE 103.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

The course is designed specifically for students enrolling in the Honors Academy.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

The maximum enrollment is 20 students per section.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

Seven to eight sections would be offered each fall. Roughly 15 new freshmen might be required to take CORE 101 before taking CORE 103. Around four sections would be needed during the spring semester to serve new Honors students as well as those who took CORE 101 in the fall.

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

This is an introductory level class, and required of all new students entering the Honors Academy. There are no prerequisites, but Honors students with questionable writing skills (below 500 on *both* Verbal and Writing components of the SAT) will need to submit a writing sample at Quest. We anticipate that there will be about 3-6 students submitting writing samples at each Quest Session. Dr. Guruswamy will evaluate the writing samples.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

The course will be taught by those special purpose faculty in the English department who have been teaching honors English courses.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

The Honors sections of English 102 will be replaced by CORE 103. The impact on the English department will be minimal.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

Access to video equipment will be necessary to videotape student speeches.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

This course will be served by materials currently serving English 102.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

f. Other Anticipated Resources

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: 12/8/2008

Department: Not applicable

Contact Person: Candice Benjes-Small

Course or Program ID: CORE 201

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal creates a new course, CORE 201, as part of the new Core Curriculum.

Effective Date: 9/01/09

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642
New Course Proposal

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

Proposal # _____
(to be assigned by the Registrar)

1. Catalog Entry

Date:

Department Prefix (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites

Credit Hours

Brief Description: Further development of students' skills in logic, including a rigorous introduction to informal fallacies, deductive logic and inductive reasoning. Students will also learn how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication in the public sphere and create their own arguments designed for public speaking.

2. Detailed Description of Course

a. This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Key concepts in public speaking, such as appropriate language and delivery choices will be reinforced. Students will be introduced to formal deductive logic, common forms of inductive argument, the full spectrum of informal fallacies and the ways in which these are integrated into public communication.

The course will include a major public communication project that requires students to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for public persuasion. In the course of the public persuasion project, students will continue to hone their skills in research as inquiry, using both print and digital sources to gather information on a topic which will

then be used as evidence to support both oral argument and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple rhetorical texts as expressions of ideas and opinions about contemporary life. In the process of such critique, students will learn how to evaluate differing views on various public issues, how to grasp the impact of world-views on claims to truth, and apply the habits of mind required for intellectual objectivity.

b. Detailed Description of Conduct of Course

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The first major assignment will be a written critique of a set of arguments on an issue. The other two major assignments will consist of a researched argument project in which students research a major issue in the public sphere and a public communication project. The researched argument project will include a working bibliography, annotations, activities that analyze and evaluate the arguments of the student's sources as well as the student's own line of argumentation. An overview of the viewpoints and beliefs with respect to the issue chosen by the student will be integral to the project. The research project will lead to the persuasive project (which may take any public form, but must have a written component) making the case for a view chosen by the student. For both projects, students will produce multiple drafts, receiving feedback from their instructor and peers.

The research facet of the course emphasizes the process of research using general and scholarly sources as well as the final product of the term paper. Students will return to the RU library for further instruction in its various research tools, such as the computerized catalog system, major indexes, and electronic sources. Students will be required to design their own research projects in conjunction with personal interests and/or the theme of the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing, both individually and in groups.

Required projects for course completion:

Textual Analysis - 201

In this project, students will gather a collection of arguments on a current issue in the news or on a topic related to the course theme. Using the principles of logic and rhetoric, students will develop criteria for strong arguments and evaluate the arguments they've gathered according to that criteria in an essay. The collected arguments will be cited and documented on a works cited page.

Researched Argument - 201

In this project, students will use a combination of general interest and scholarly sources in order to conduct research on a current issue in the news or on a topic related to the theme of the course and develop a solution in a researched argument essay. Students will develop a research question and strategy which will use different types of database software. In this project they will learn to distinguish between general interest and peer-reviewed sources. They will also prepare and deliver a persuasive speech.

Public Communication Project - 201

In this project, students will assert their own opinions on the issue examined in the researched argument in at least two different media, one of which must be a written document, such as might appear in a newspaper aimed at a general circulation.

Reading Logs

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, newspapers, and/or magazines, and other sources). Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

Additionally, all students will be required to keep an online portfolio of their work in CORE 201 on the platform that will be chosen by Radford University.

c. Student 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 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:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. 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:

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

d. Assessment Measures

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

e. Other Course Information

3. Background and Justification

a. Need for the Course

The goal of Radford University's Core Curriculum program is to offer a sound, liberal arts education that will serve its students well in all of their future endeavors. Core A courses are

designed as a necessary foundation for that education. Core A consists of four sequential and interconnected courses that are rooted in the principles of grammar, rhetoric, and logic—the classical education referred to as the *trivium*. These timeless principles must nonetheless be studied in the context of the information age that is the 21st century, and thus each of the four courses integrates these essential competencies with information and technology literacy. All Radford University students will take these courses, each of which will examine the competencies in relation to one another, and build upon the skills and knowledge learned in the previous courses.

Upon completion of Core A, our students will be equipped with the foundation to become logical thinkers, effective communicators, critical users of technology, consumers of information, life-long learners, and ultimately better citizens.

b. Students for Whom Course is Offered

All RU matriculants will be required to take CORE 201 or accepted equivalents.

c. Anticipated Enrollment

Approximately 1875 students per year. Each section will enroll no more than 25 students..

d. Frequency of Course Offerings

CORE 201 will be offered every semester, with the majority of the sections being taught in Fall semesters.

e. Level and Prerequisites

This course is at the 200 level because it reinforces and completes the learning outcomes and skills developed in CORE 101 and 102. The course work is more demanding at this level, and so the course is at the 200 level rather than the 100 level. The prerequisite for this course is 102 or its equivalent.

4. Rationale for Resources Required

a. Faculty Resources

Faculty from all departments across campus will be invited to teach CORE 201. Participating faculty will complete training workshops led by the core coordinators. Certain competencies and skills must be covered in each class through particular assignments, ensuring that students will be well prepared for the next course, but professors will be able to choose the topics to which the shared content is applied. There will be an unknown impact on course offerings in departments as faculty are recruited to teach this course. This may require adjunct support within the department to backfill positions.

b. Effect on Existing Curricula

This course serves as the foundation of the new Core Curriculum. A reduced number of sections of COMM 114 and PHIL 113 will be offered as a result of this course.

c. Facilities, Equipment and Supplies

The students will create e-portfolios in all four CORE courses. Access to video equipment will be necessary to videotape student speeches.

d. Library Resources

Currently, McConnell Library has the requisite resources for Core 201.

Prepared by:

Signature of Faculty Member:
assigned

Signature of Librarian

~~to requesting department:~~ _____

e. Computer Resources

f. Other Anticipated Resources

Video equipment will be needed to record oral presentations.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: 12/8/08

Department: Not Applicable

Contact Person: Candice Benjes-Small

Course or Program ID: CORE 202

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal creates a new course, CORE 202, as part of the new Core Curriculum.

Effective Date: 9/01/09

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

1. Catalog Entry

Date: December 8, 2008

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: Further development in students' skills in reading, writing, oral communication, and logic, including a broad introduction to the methods of ethical reasoning. Students will become familiar with an ethical issue and reason through the questions surrounding it. Students will also strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will continue to develop competency in information literacy as they read and critique persuasive writing and communication with respect to ethical topics and create their own sustained line of reasoning regarding an ethical topic.

2. Detailed Description of Course

This course continues the emphasis of the Core sequence on the composing process, the relationship between reading, thinking, writing, and speaking, and on the rhetorical principles that inform successful oral and written communication. Students will become familiar with the major methods of ethical reasoning, including rule-based reasoning, cost-benefit analysis, and reasoning rooted in the examination of character traits. Students will research and evaluate the ethical arguments supporting the viewpoints in a major ethical issue, ultimately creating arguments of their own to support an ethical conviction.

The course will include a major project that requires students to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for ethical reasoning. In the course of the researched argument project, students will continue to hone their skills in research as inquiry, using both scholarly sources to gather information on a topic and then to use that information as evidence to support both oral arguments and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their public projects.

Students will also continue to develop their reading skills by analyzing and critiquing multiple literary or rhetorical texts as expressions of ethical viewpoints and arguments. In the process of such critique, students will learn to evaluate differing views on various ethical issues, to grasp the impact of world-views on claims to truth, and to apply methods of intellectual objectivity.

b. Detailed Description of Conduct of Course

The formal assignments of the course will contain both writing and speaking elements, with a variety of informal activities contributing to a larger project. The first major assignment will be a written critique of conflicting ethical arguments. The other two major assignments will consist of a researched argument project in which students research a major ethical issue in an ethical argument project. An overview of the viewpoints and beliefs with respect to the issue chosen by the student will be integral to the project. The project will lead to the public communication project (which may take any form, but must have a written component) making the case for an ethical claim chosen by the student. For both projects, students will produce multiple drafts, receiving feedback from their instructor and peers. Major projects in the course include:

Textual Analysis Project - 202

In this project, students will apply the skills they have developed through the previous textual analysis projects to a critique of conflicting ethical arguments on a major ethical issue which they will cast in an argument essay, citing and documenting the arguments used.

Researched Argument Project - 202

In this project, students will work in a small group to examine the significant aspects of a major ethical issue and how different methods of ethical reasoning would approach the issue. Students will collaborate on the research, drafting and oral presentation on the project, producing a website on which they present their findings.

Public Communication Project - 202

In this project, students will assert their own opinions on the ethical issue examined in the researched argument in at least two different media, one of which must be a written document, such as might appear in a newspaper aimed at a general circulation

Reading Logs - 202

Throughout the semester students will read and respond to a series of texts assigned by the instructor (from textbooks, online newspapers, and/or magazines, and other sources).

Students will prepare a citation for each reading, an accurate summary, and an analytical response to the ideas and structure of the reading.

The research facet of the course emphasizes the process of research using scholarly, disciplinary sources as well as the finished product. Students will return to the Radford University library for further instruction in its various research tools, such as the computerized catalog system, major indexes, and electronic sources. Students will be required to design their own research projects in conjunction with personal interests and/or the readings in the course. Instructors assess the various steps in the research process as well as the finished product, and students report on their research both orally and in writing, both individually and in groups.

Additionally, all students will be required to keep an online portfolio of their work in CORE 202 on the platform that will be chosen by Radford University.

c. Student 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 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:

- a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- c. choose appropriate genres and styles when writing for a variety of different audiences
- d. 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:

- a. identify and explain components of and influences on the communication process in interpersonal, small group, and public speaking contexts
- b. demonstrate effective listening and critical analysis skills in interpersonal, small group, and public speaking contexts
- c. identify and apply communication strategies appropriate to audiences in interpersonal, small group, and public speaking contexts
- d. 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:

- a. apply the processes of deduction, induction, and other key elements of logical reasoning
- b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
- c. analyze issues, solve problems, and apply reasoning to everyday situations
- d. 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:

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

d. Assessment Measures

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. For program assessment, a designated set of assignments will be gathered in electronic portfolios of the students' work to be assessed at the completion of the Core A sequence.

e. Other Course Information

3. Background and Justification

a. Need for the Course

The goal of Radford University's Core Curriculum program is to offer a sound, liberal arts education that will serve its students well in all of their future endeavors. Core A courses are designed as a necessary foundation for that education. Core A consists of four sequential and interconnected courses that are rooted in the principles of grammar, rhetoric, and logic—the classical education referred to as the *trivium*. These timeless principles must nonetheless be studied in the context of the information age that is the 21st century, and thus each of the four courses integrates these essential competencies with information and technology literacy. All Radford University students will take these courses, each of which will examine the competencies in relation to one another, and build upon the skills and knowledge learned in the previous courses.

Upon completion of Core A, our students will be equipped with the foundation to become logical thinkers, effective communicators, critical users of technology, consumers of information, life-long learners, and ultimately better citizens.

b. Students for Whom Course is Offered

All RU matriculants will be required to take CORE 202 or accepted equivalents.

c. Anticipated Enrollment

Approximately 1875 students per year. Each section will enroll no more than 25 students.

d. Frequency of Course Offerings

CORE 202 will be offered every semester, with the majority of the sections being taught in spring semesters.

e. Level and Prerequisites

This course is at the 200 level because it reinforces and completes the learning outcomes and skills developed in CORE 101 and 102. The course work is more demanding at this level, and so the course is at the 200 level rather than the 100 level. The prerequisite for this course is CORE 201 or its equivalent.

4. Rationale for Resources Required

a. Faculty Resources

Faculty from all departments across campus will be invited to teach CORE 202, with a special effort being made to represent all colleges. Participating faculty will complete training workshops led by the core coordinators. Certain competencies and skills must be covered in each class through particular assignments, ensuring that students will be well prepared, but professors will be able to choose the topics to which the shared content is applied. There will be an unknown impact on course offerings in departments as faculty are recruited to teach this course. This may require adjunct support within the department to backfill positions.

b. Effect on Existing Curricula

This course serves as a component of the new Core Curriculum.

c. Facilities, Equipment and Supplies

The students will create e-portfolios through all four CORE courses. Video equipment will be needed to videotape student speeches.

d. Library Resources

Currently, McConnell Library has the requisite resources for Core 202.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

Web development software, with technical support, will need to be available to students.

f. Other Anticipated Resources

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: November 8, 2008 (rev. February 2, 2009)

Department: College of Visual and Performing Arts

Contact Person: Dr. Joseph Scartelli

Course or Program ID: CVPA 266

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Travel courses already exist at the 300 level. The 200 level travel course will be available to students who want to use travel to fill the core curriculum requirement in fine arts or global perspectives.

Effective Date:

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

___ Include a copy of the old and new syllabi to this proposal for comparison.

___ For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

___ For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. Catalog Entry

Date:

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

Academic study involving international travel. Locations and study focus vary with each section but may include Greece (for art), Italy (for music), England (for theater) and so on. Core Curriculum credit – Visual and Performing Arts or Global Perspectives.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

All topic areas in the visual and performing arts are eligible for study through foreign travel experiences. Each section generally focuses on a specific geographic locale with site visits to locations relevant to the media being studied. As an example, an art trip to Greece might include visits to the Parthenon and a music department's trip to Italy might include opera performances in Venice. When the native language is not English, translators accompany the group. Learning activities in travel study range from museum visits with observation and analysis of major art works to lectures by artists, musicians, or actors and group discussion of experiences. In addition to specific media-related activities, students explore and analyze similarities between daily life in their U.S. home and the foreign country they are visiting. Most of the travel study programs require students to keep a log of observations and reactions.

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

Classroom, lab, field, studio and performance study in the visual and performing arts supervised by Radford University faculty or designated surrogate. In situ visits to study art works in the context in which they were made or performed is a considerable portion of the travel class. The classes are structured with pre-travel orientation workshops and lectures and post-travel discussion/presentation sections with an emphasis on using the students' experiences to make comparisons across other cultures, thus synthesizing and conceptualizing what has been learned in the travel study in terms of broader global/cultural issues.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this course.

The student will meet the objectives in Goal 8: *Radford University students will experience and analyze ways in which the visual and performing arts reflect and communicate aspects of the human experience.*

Radford University students will be able to:

- a. *Analyze works of art in terms of the medium's distinctive language and syntax*
- b. *Identify and explain how works of art express human values and experiences within specific historical, cultural and social contexts*
- c. *Identify and explain how the visual and performing arts have been used as vehicles for influencing culture*
- d. *Evaluate works of art from the perspectives of aesthetic or critical criteria*

(note: "Art" in this context refers to all the visual and performing arts disciplines including visual art, architecture & design, music, dance, and theatre)

AND

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting.

Radford University students will be able to:

- a. *Compare and contrast different perspectives used to explain the world and international issues*
- b. *Use materials studied to explain cross-cultural issues in the world*
- c. *Evaluate similarities and differences among world cultures that effect perceptions, beliefs, or behaviors, and thus relationships between those cultures*

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Assessment of learning will be conducted through written papers, presentations, performances, exhibits, and/or portfolios (may be electronic). Other forms may include proof of attendance at events, lectures, performances, exhibits, shows, etc.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

The CVPA 266 courses will require pre-and post-travel sessions with required relevant reading and written assignments addressing cross-cultural characteristics of the visual and performing arts and that emphasize the synthesis of the current travel study experience to broader world and cultural conditions, issues, events, etc.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

This course can meet two goal areas of the Core Curriculum and would provide unique and intensive experiential opportunities for students through immersion in cultures outside of the United States. This experience will also allow students to acquire first-hand understanding of how general cultural patterns relate to more specific forms of cultural expression.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

All students who meet approval of the individual instructor and the International Studies program. This is required for all travel courses to ensure that students and faculty can work and live together during the time they spend in a foreign country.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

Average of 15-20 per section.

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

Offered in multiple sections (3 – 5) annually

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

The course has no prerequisites, other than permission of instructor as noted under 2b.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

None

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

None

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

None

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be accommodated.

None

f. Other Anticipated Resources

None

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

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Proposal to the Undergraduate Curriculum and Catalog Review Committee Cover Sheet Instructions

Changes to existing undergraduate courses as well as proposals for new undergraduate courses must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the committee to the Vice President for Academic Affairs must be approved before they can be scheduled. Editorial corrections to existing catalog or syllabi text (i.e. misspellings, grammar, formatting or college introductions) do not require the submission of a proposal and departments are encouraged to address these directly to the University Registrar.

Graduate level courses (all 600/700 and those 500-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

I. Proposal Submission Criteria

1. Coversheet

A cover sheet must be submitted for each proposal.

The purpose of the coversheet is to provide a brief overview of the types of changes requested in the proposal and includes items such as:

- a. Prerequisite Change
- b. Course Title Change
- c. Course Number Change
- d. Course Credit Hours Change
- e. Catalog Course Description
- f. Minor change to Course content, objectives or delivery
- g. Course Syllabi change
- h. Course Deletions
- i. New Course
 1. Attach the New Course Form. Resources required for new courses must be approved through the college resource allocation process.
- j. Program Revisions
 1. This includes program revisions and additions or deletions of options. Attach the Revision of Existing Program Form; completing both the current and proposed programs.

2. Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

3. Approval and Subsequent Reviews

All curriculum changes and new courses must be approved, as follows:

1. Department Chair
2. Chair, Department Curriculum Committee
3. Chair, College Curriculum Committee
4. Professional Education Committee (if applicable)
(If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee)
5. General Education Curriculum Advisory Committee
(If the proposal in any way affects the General Education Program, it must be submitted to and approved by the General Education Curriculum Advisory Committee)
6. Faculty Senate President
7. Chair, UG Curriculum and Catalog Review Committee
8. Vice President for Academic Affairs

All courses must be reviewed departmentally at three-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: January 2, 2009

Department: ITEC

Contact Person: Art Carter

Course or Program ID: A Global Perspective of Information Technology (ITEC 112)

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

Proposal Description: A new course that introduces a global perspective of information and communication technology (ICT). Course provides broad coverage of key trends, challenges, critical success factors, and best practices to help students understand and appreciate: (1) the role of ICT in supporting, shaping, and enabling economic and social changes, (2) the challenges of managing ICT, and (3) the effects of technology in an increasingly global environment. The overarching goal is to broaden students' outlook towards ICT and its impact on business and society and to increase students' awareness of the social and economic ramifications of ICT.

Rationale for Change: Advances in technology have always been a prominent force in changing the world. Modern information and communication technologies (ICT) have played a major role in shaping the industries, the economies, and the communities in the past century. Sound knowledge of this force is the basis for understanding different stances in business relationships as well as foreseeing future development trends and establishing long-term development goals.

Information and communication technologies have broken barriers and brought the world closer together thereby creating opportunities for change that are viewed both positively and negatively within and between cultures. This course will broaden students' outlook towards ICT and increase students' awareness of the social and economic ramifications of ICT. The course will study the impact of ICT on business and society from a global perspective analyzing how ICT has affected various cultures by solving problems, creating opportunities, and often creating new problems. By studying the evolution of technology and predicting future trends this course will prepare students to live and prosper in an increasingly globalized world.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date: Fall 2009 (September 2009)

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

___ Include a copy of the old and new syllabi to this proposal for comparison.

___ For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

___ For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Office of the University Registrar
Radford University
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Division of Student Affairs

New Course Proposal

Proposal # _____
(to be assigned by the Registrar)

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. Catalog Entry

Date:

Department Prefix: (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites:

Credit Hours:

Brief Description: This is a brief description of the course as it will appear in the catalog. This description should be short, use full sentences, indicate lecture, laboratory, etc., and should not include the title of the course. For a General Education Course include the following statement at the end of the catalog entry: "This course has been approved for General Education credit in the

following area of the curriculum: Communication, Fine Arts, Health & Wellness, Humanities, International & Intercultural Studies, Mathematical Sciences, Physical & Natural Sciences, Social & Behavioral Sciences Area."

A study of information and communication technologies (ICT) with respect to how ICT supports, shapes, and enables economic and social changes. Covers the challenges of managing ICT and studies the impact of ICT on business and society in an increasingly globalized world. This course has been approved for General Education credit in the following area of the curriculum: College Core A Global Perspectives.

2. Detailed Description of Course

a. List topics or major units; include subtopics under major units, if appropriate. NOTE: This section will be reviewed by many people who are not familiar with the subject matter. It is important to avoid jargon. It is also important that care be given to the organization of the content and that it be made much more detailed and complete than the catalog description. If this is a 400-level course that will be specified as being available for graduate credit, indicate the additional work that will be required of students taking the course for graduate credit.

1. The Driving Forces of Change
 - a. Innovations in the computing industry
 - b. Open source, open standards
 - c. The Internet
 - d. Social networking (phenomena, impact, tools)
2. The Global Networked Economy
 - a. Business models
 - b. Cultural differences and influence
 - c. IT infrastructure and service model
 - d. Global sourcing
 - e. Distributed team
 - f. Collaboration Tools
 - g. Enterprise Information Security
 - h. Protecting data across borders
3. Ethics and Social Issues
 - a. Privacy
 - b. Intellectual property
 - c. Green IT and ecological sustainability

b. Detailed Description of Conduct of Course

Include the appropriate instructional strategies, i.e., lab or field experience, student presentations, student development of materials, role-playing/simulation, cooperative/group learning, demonstrations, computer-assisted instruction, case studies, self-paced instruction, writing-to-learn activities, oral communication activities, use of audio-visual materials, guest speakers, lecture, etc.

The course materials will be delivered using a mix of readings, lectures, case studies, guest speakers, and projects. Students are required to read selected materials assigned to each topic. The sources of these readings may include textbooks, research papers, practitioners' magazines and forums, news, etc. Lectures and class discussions will be used to facilitate understanding of the readings. Teaching cases will be used to give the students an opportunity to apply the theories and concepts to the analysis of real world situations, and subsequently gain a deeper understanding. This course will incorporate relevant current events as much as possible to keep the content up-to-date. Given the broad range of topics, guest speakers will be a valuable resource for the class. RU faculty from relevant fields will be tapped. As part of the conduct of this course, the students will be required to use a prominent ICT application to gain in-depth understanding of how ICT may bring economic and social changes.

c. Student Goals and Objectives of the Course

Need to be stated in terms of student outcomes. What are the major learning objectives: What new capabilities, skills, levels of awareness, etc. will students derive from the course? Example: "Having successfully completed this course, the student will be able to . . ." For a General Education Course, in addition to a statement of course-specific goals and objectives, include a description of the broad general education program goals and the goals established for the particular knowledge area of the program as these goals will be addressed in this course.

This course will fulfill the objectives under Goal 11 of the College Core A area.

Goal 11: Radford University students will understand how social and cultural (for example, political, historical, economic, environmental, religious, or geographic) forces shape experiences in the global setting. Radford University students will be able to:

- a. Compare and contrast different perspectives used to explain the world or international issues
- b. Use material studied to explain cross-cultural issues in the world
- c. Evaluate differences and similarities among world cultures that affect perceptions, beliefs, or behaviors, and thus relationships between those cultures

Having successfully completed the course, ITEC 112 students will gain a sound understanding of ICT as a force underlying the changes in business strategy, business model, and global sourcing and collaboration. They will be able to analyze issues relevant to long-term development such as global sourcing and ecological sustainability. This course also increases the students' awareness of cultural and economic differences, which help to understand and interpret issues and challenges caused by these differences.

There are two sets of objectives in this course, IT objectives and general education objectives, with the former set supporting the latter set of objectives. Detailed course objectives and their relationships with the items in Goal 11 are described below.

Upon successful completion of this course students will be able to:

1. Demonstrate in-depth understanding of the technical features of one prominent ICT application.
2. Evaluate the importance of ICT and data analysis in business operation.

3. Identify security risks and describe privacy and ethical issues.
4. Analyze how traditional business models may be challenged by ICT.

	Goal 11 (a)	Goal 11 (b)	Goal 11 (c)
5. Describe how technology has shaped the current global economy, global workforce, and global views.		x	
6. Describe a current technology with a global impact on business and society. Explain how the technology works, how it has evolved, the problems it has solved and problems it has created.	x	x	x
7. Predict how emerging technologies are likely to change global perspectives.	x	x	
8. Compare different perspectives on information technologies and emerging business relationships.	x		
9. Analyze how cultural and social factors may affect the adoption of information technologies.		x	x
10. Evaluate how IT diffusion may increase or reduce the gap between developing and developed economies.		x	x
11. Assess how IT diffusion may change the cultural and social environment of the adopting society.		x	

d. Assessment Measures

Include a list of appropriate assessment strategies. Keep in mind that different instructors use different assessment measures and strategies. For a General Education Course, in addition to a statement of course-specific assessment measures, include a description of the ways student learning will be assessed to determine fulfillment of the broad general education program goals and the goals established for the particular knowledge area of the program.

Students will produce formal and informal texts, spoken and written, which will be graded according to a set of rubrics designed with the outcomes in mind. Evaluation will be based on class discussions, quizzes, two exams, and a team project.

e. Other Course Information

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.

3. Background and Justification

a. Need for the Course

State why the course is needed in the curriculum. Indicate how the course addresses one or more of the objectives of the department. For a General Education Course, explain how the addition of this course will improve the General Education Program, enhance students' ability to fulfill the broad learning goals of the program, enhance students' ability to fulfill the specific learning goals of a particular area of the program, and/or enable students to fulfill a program goal that is not currently being met.

This course is proposed as a general education class. It is intended to build a sound foundation for understanding the evolution of information and communication technologies, their related changes in business and society, and their future trends. It is also intended to increase students' awareness of cultural and economic differences.

b. Students for Whom Course is Offered

Identify the specific group of students the course is designed to attract. If the course is a major requirement, indicate how the number of hours in the major will be affected.

The course targets students in all majors.

c. Anticipated Enrollment

Estimate the average number of students expected to be enrolled in the course each time it is offered.

50

d. Frequency of Course Offerings

Indicate the frequency with which the course will be offered including anticipated number of sections.

One section every semester

e. Level and Prerequisites

Provide a rationale for course level and prerequisite(s) including criteria for "Permission of Instructor," if applicable.

This course is proposed as a general education course with no prerequisites required.

4. Rationale for Resources Required

a. Faculty Resources

Identify existing faculty resources, if any, that will be reallocated to this course. Identify additional faculty resources, if any, required to offer this course.

Current Faculty resources are sufficient.

b. Effect on Existing Curricula

Identify the impact, if any, on the department's current offerings of General Education, the major, and electives. Identify courses, if any, that will be deleted if this course is approved. Identify the impact, if any, that this course will have on any other department. Include a statement that the department has been notified concerning the impact.

No impact.

c. Facilities, Equipment and Supplies

List any additional or reallocated facilities, equipment or supplies required to offer the course and state whether funds are currently available in the Department budget to cover the anticipated costs.

No additional or reallocated facilities are needed.

d. Library Resources

Early in the process of preparing the proposal, contact the library liaison who works with your department to determine the availability of materials to support the proposed course. Describe existing resources and append to the course proposal a list of additional materials to be purchased to support the course. Include the library liaison who worked with you to identify needed materials. Providing this list will enable the library to earmark funds especially for the purchase of materials for new courses. Refer to http://lib.radford.edu/Collection_Development/liaison.cfm for current list of library faculty liaisons.

1. Describe the adequacy of materials available to support this course.

Current library resources are sufficient.

2. List in priority order the additional materials to be purchased.

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

Identify computer resources needed for the course. Include a statement from the Director of Academic Computing, or other appropriate individual, indicating how these needs will be

None.

f. Other Anticipated Resources

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date	Action	Reviewed By

Revised 08/17/05

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Questions about or problems with this website?
Contact cllewis@radford.edu

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

Proposal to the Undergraduate Curriculum and Catalog Review Committee Cover Sheet Instructions

Changes to existing undergraduate courses as well as proposals for new undergraduate courses must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the committee to the Vice President for Academic Affairs must be approved before they can be scheduled. Editorial corrections to existing catalog or syllabi text (i.e. misspellings, grammar, formatting or college introductions) do not require the submission of a proposal and departments are encouraged to address these directly to the University Registrar.

Graduate level courses (all 600/700 and those 500-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

I. Proposal Submission Criteria

1. Coversheet

A cover sheet must be submitted for each proposal.

The purpose of the coversheet is to provide a brief overview of the types of changes requested in the proposal and includes items such as:

- a. Prerequisite Change
- b. Course Title Change
- c. Course Number Change
- d. Course Credit Hours Change
- e. Catalog Course Description
- f. Minor change to Course content, objectives or delivery
- g. Course Syllabi change
- h. Course Deletions
- i. New Course
 1. Attach the New Course Form. Resources required for new courses must be approved through the college resource allocation process.
- j. Program Revisions
 1. This includes program revisions and additions or deletions of options. Attach the Revision of Existing Program Form; completing both the current and proposed programs.

2. Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):
3. Approval and Subsequent Reviews
All curriculum changes and new courses must be approved, as follows:
 1. Department Chair
 2. Chair, Department Curriculum Committee
 3. Chair, College Curriculum Committee
 4. Professional Education Committee (if applicable)
(If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee)
 5. General Education Curriculum Advisory Committee
(If the proposal in any way affects the General Education Program, it must be submitted to and approved by the General Education Curriculum Advisory Committee)
 6. Faculty Senate President
 7. Chair, UG Curriculum and Catalog Review Committee
 8. Vice President for Academic Affairs

All courses must be reviewed departmentally at three-year intervals.

Date

Action

Reviewed By

Revised 08/17/05

Office of the University Registrar
Radford University
Phone: 540.831.5271 Fax: 540.831.6642

Radford University
P.O. Box 6904, Radford, VA 24142
Division of Student Affairs

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

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: 5 January 2009

Department: English

Contact Person: Dr. Rosemary Guruswamy

Course or Program ID: ENGL 200

Proposal Category (check all that apply):

Course Prerequisite Change

- Course Title Change (23 characters):
- Course Deletion
- Course Number Change
- Program Revision (Attach Revision of Existing Program Form)
- New Program (Major, minor, and certificate)
- Course Credit Hour Change
- New Course (attach New Course Proposal Form)
- Course Syllabi Change
- Change to Catalog Description
- Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

This proposal is for a new course that would serve as one option for fulfilling the University Core B Humanities requirement.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date:

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	

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Office of the University Registrar
 Radford University
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 P.O. Box 6904, Radford, VA 24142
 Division of Student Affairs

New Course Proposal

Proposal # _____

(to be assigned by the Registrar)

New course proposals at the undergraduate level must be approved by the Department and College Curriculum Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Proposals for new courses intended for inclusion in the General Education Program must also be approved by the General Education Curriculum Advisory Committee before being presented to the Undergraduate Curriculum and Catalog Review Committee. Courses recommended by the Undergraduate Curriculum and Catalog Review Committee to the Vice President for Academic Affairs must be approved before they can be scheduled.

Graduate level courses (all 500 and those 400-level courses that may be taken for graduate credit) must be approved by the Department before being submitted to the Graduate Curriculum and Catalog Review Committee. The committee must recommend the course to the Vice President for Academic Affairs for approval before it can be scheduled.

ALL NEW COURSE PROPOSALS MUST BE SUBMITTED IN THE FOLLOWING FORM:

1. Catalog Entry

Date:

Department Prefix: ENGL (three or four capital letters)

Course Number: (three numbers)

Course Title:

Suggested Course Title for SIS program (28 character limit):

Prerequisites: None

Credit Hours:

Brief Description:

Study of selected works of literature with an emphasis on developing 1) critical reading skills within historical, cultural, national, and ideological contexts and 2) an understanding of the various ways of reading and writing about human experience. This course has been approved for General Education credit in the following area of the curriculum: University Core B, Humanities.

2. Detailed Description of Course

a. Content Including Topics and Major Units

As part of the Core experience, this course introduces students to the process and strategies of critical close reading and persuasive writing about literature. Using a coherent body of literature in its historical and cultural contexts, the course teaches students to generate interpretations about literary and cultural texts that relate to the enduring questions—past and present—that concern human life, culture, and ethics. Attention is also paid to how an understanding of literature connects to other disciplines that make up the whole of human learning.

The course is intended to prepare students for more advanced work in the humanities by developing skills and techniques of textual analysis. While focusing on a coherent body of primary texts, students are introduced to a variety of interpretive frameworks and to one or more collateral areas of investigation including a study of the processes by which texts are produced and received, the historical and cultural contexts in which they are produced and received, and their relationships to other texts and to other fields of experience and analysis.¹ Special attention is paid to teaching students to generate interpretations of literary and cultural texts that relate to the enduring questions that concern human life, culture, and ethics. Though specific topics and units will vary according to the interests and expertise of the individual instructor, the course will address broad strands of context including the historical and cultural situatedness of the writer, the text, and the reader; the formal and generic aspects of literary texts, and appropriate critical perspectives and/or approaches.

These contexts are not listed in a hierarchical or preferential order. Rather, they are intended as suggestive starting points for approaching the course's overarching question, "What and how are texts made to mean and what can this tell us about the nature of human experience?"

Texts might include:

- a writing about literature text;
- an introduction to literature text that feature examples of several genres and appropriate apparatus about reading these genres such as Adrian Beard's *Text and Context: Introducing Literature and Language Study* (Routledge, 2001); and
- a separate novel (they are often published with critical apparatus in the volume).

b. Conduct of Course

This course emphasizes inquiry-based learning and deemphasizes traditional lecture in favor of a seminar styled, multi-modal approach that engages students with the material in a variety of ways. In keeping with the seminar-like conduct of the course, a typical day in class might alternate between guided and/or student-directed instructional units and one or more of the following reinforcing or exploratory learning activities:

- writing-to-learn activities such as dialectical journals, response logs, and/or short analytical papers tied to out-of-class readings/project and demonstrating students' proficiency with close reading, applying course-specific vocabulary and concepts, and with posing and exploring humanistic questions appropriate for the text(s) under discussion;
 - cooperative/small group learning such as working in thematic groups with assigned primary texts to find pragmatic applications of the theories, concepts, and/or contexts discussed in class. In addition to being evaluated as a group, individual group members might be asked to turn in a short paper demonstrating their proficiency applying the course concepts to a specific text;
 - student-led discussion of assigned readings;

¹ 1 This section is loosely inspired by the University of Richmond 2007 course proposal for *ENGL 297: Literature in Context: Genre and Mode* posted at http://provost.richmond.edu/facresources/ENG_297.pdf

- short, in-class writing assignments, including responses to a question or problem, minute papers, student profiles, and group quizzes;
- guided and/or student-directed research projects;
- in-class oral presentations tied to significant out-of-class projects;
- short mini lessons and writing assignments focused on developing a particular skill such as summarizing a reading, defending a claim, or citing a source;
- media-enhanced learning modules to include the use of film and/or music, as well as more recent innovations with class wikis or blogs, digital texts, and web-tools;
- assignment of critical thinking problems that can only be solved by using specific electronic or print sources; and
- guest lecturers on specific, specialized topics.

c. Student Goals and Objectives of the Course

Students who successfully complete this course will be able to

- read critically and write persuasively, employing material from the humanities;
- communicate clearly about enduring questions—past and present—concerning human life, culture, and ethics;
- generate increasingly sophisticated interpretations about literature and other cultural texts that reflect these questions;
- produce an informed response to the form, content, and aesthetic qualities of a literary text;
- use appropriate vocabulary and strategies to analyze literary and other cultural texts;
- define ways that texts serve as persuasion and be able to construct an argument in defense of or in criticism of their viewpoints;
- articulate how literature gives us access to modes of human experience and how an understanding of literature connects to other disciplines that make up the whole of human learning;
- identify relevant historical, critical, and other contextual factors that influence the composition and reception of literary or other cultural texts.

This course satisfies the University Core B, Humanities requirement described as follows:

- Goal 7: Radford University students will understand the importance of the search for answers to humankind's most fundamental and profound questions and the ways in which these questions have been examined. Radford University students will be able to:
- a. explain the nature and methods of inquiry in the humanities
 - b. describe and explain differing views of the meaning, value, and purpose of life
 - c. explain historical, philosophical, religious, or literary sources according to societal or cultural perspectives
 - d. interpret and critically evaluate historical, philosophical, religious, or literary expressions of the human experience

d. Assessment Measures

ENGL 200 uses a variety of assessment measures, which may include a number of the following:

- writing-to-learn activities such as reader's logs, dialectical or double-entry reading journals, and student-designed discussion questions;
- tests or quizzes on assigned readings or contextual information;
- in-class or take-home essay exams on assigned readings;
- researched or non-researched essays on literature and/or one of the context streams;

- short, in-class writing assignments, including minute papers and group quizzes;
- annotated or working bibliographies of research sources;
- creative writing exercises based on what is studied;
- critical review essays of articles written by English professionals;
- student-led discussion of assigned readings;
 - guided and/or student-directed research projects;
 - in-class oral presentations tied to out-of-class projects;
 - critical thinking problems that can only be solved by using specific electronic or print sources

e. Other Course Information

3. Background and Justification

a. Need for the Course

ENG 200 allows the department to fulfill Goal 7 of the University Core B, Humanities, option of the Core Curriculum adopted by the Faculty Senate in Fall 2008. This introduction to humanities-based inquiry provides students the tools needed to “explain the nature and methods of inquiry in the humanities; describe and explain differing views of the meaning, value, and purpose of life; explain ... literary sources according to societal or cultural perspectives; interpret and critically evaluate ... literary expressions of the human experience” (Learning Outcomes for Radford University’s Core Curriculum). It also provides an overview of the broad range of experiences and contexts that interpenetrate with English studies.

This course is offered as part of the overall comprehensive, interdisciplinary Core learning experience. This course, particularly because of its nature as context and inquiry based, would ensure that each student who chooses this option receives instruction in the critical thinking skills necessary for upper-division humanities courses.

b. Students for Whom Course is Offered

This course is designated for students in the Core.

c. Anticipated Enrollment

25

d. Frequency of Course Offerings

Each semester, approximately 20 sections per semester.

e. Level and Prerequisites

None.

4. Rationale for Resources Required

a. Faculty Resources

ENG 200 replaces the existing ENGL 201, 202, and 203 in the Humanities area of University Core B and College Core B, thus requiring no additional faculty since all tenure-track and part-time faculty currently teaching those courses are qualified to teach the course, each having expert knowledge of the tools of their own discipline. ENG 201, 202, and 203 will continue to be offered in these sections of the Core Curriculum during the 2009-2010 academic year, but will be replaced by the ENG 200 in academic year 2010. The rationale of this course is to limit the menu in the Core Curriculum. (Please note that ENGL 203 (American Literature) will continue to be offered as an option in College Core A—U.S. Perspectives and ENGL 201 (World Literature) will

continue to be offered as an option in College Core A—Global Perspectives. Because these move from requirements to options in the Core Curriculum, fewer sections will need to be offered, thus allowing the same number of faculty to teach ENGL 200).

b. Effect on Existing Curricula

The course is part of the new undergraduate Core Curriculum. As this new curriculum is phased in, the sections of this course may need to be increased or decreased depending on demand and on the ability of other departments to offer courses for students wishing to fulfill the University Core B Humanities option.

c. Facilities, Equipment and Supplies

No additional or reallocated facilities, equipment or supplies are required to offer the course.

d. Library Resources

Library resources for the existing ENGL 201, 202, and 203 are in place, and this course will use the same resources.

Prepared by:

Signature of Faculty Member:

Signature of Librarian assigned
to requesting department:

e. Computer Resources

No additional computer resources are needed for the course.

f. Other Anticipated Resources

No additional resources are anticipated at this time.

* Approval of new courses only. Resources required for new courses must be approved through the college resource allocation process.

All courses must be reviewed departmentally at three-year intervals. All General Education Courses must be reviewed by the General Education Curriculum Advisory Committee at five-year intervals.

Date

Action

Reviewed By

Revised 08/17/05