CORE A

Course Syllabi, Outcomes and Projects

10/13/2008

Radford University
Contents

CORE 101 .......................................................................................................................... 3
CORE 102 .......................................................................................................................... 6
CORE 103 .......................................................................................................................... 9
CORE 201 .......................................................................................................................... 12
CORE 202 .......................................................................................................................... 15
Learning Goals and Outcomes for the CORE A Sequence ............................................. 18
  Distributed Outcomes - CORE 101 ............................................................................... 18
  Distributed Outcomes – CORE 102 ............................................................................... 19
  Distributed Outcomes – CORE 103 ............................................................................... 21
  Distributed Outcomes – CORE 201 ............................................................................... 23
  Distributed Outcomes – CORE 202 ............................................................................... 25
Major Projects in the CORE A Sequence ........................................................................ 26
  CORE 101 ..................................................................................................................... 26
  CORE 102 ..................................................................................................................... 29
  CORE 103 ..................................................................................................................... 31
  CORE 201 ..................................................................................................................... 32
  CORE 202 ..................................................................................................................... 34
Resources ......................................................................................................................... 37
CORE A Committee ........................................................................................................... 38
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
eamples to support their opinion. Students are permitted but not required to bring in outside
ources, 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.

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 a 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:


**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