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.

_X_ 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.

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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:

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Revised 08/17/05
1. Catalog Entry

Date: December 8, 2008

Department Prefix: CORE

Course Number: 101

Course Title: Essentials of Written and Oral Communication

Suggested Course Title for SIS program (28 character limit): Written/Oral Communication

Prerequisites: No prerequisites

Credit Hours: 3

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.

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Revised 08/17/05