This proposal describes the new CORE 102 course that is being created as part of the Core Curriculum reform effort. See attached new course proposal for a complete description.
Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date:

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

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

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

__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

New Course Proposal

Proposal # ________
(to be assigned by the Registrar)
1. Catalog Entry

Date: December 8, 2008

Department Prefix: CORE (three or four capital letters)

Course Number: 102 (three numbers)

Course Title: Advanced Written and Oral Communication

Suggested Course Title for SIS program (28 character limit): Adv’d Written and Oral Comm

Prerequisites: CORE 101

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."

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

2. Detailed Description of Course

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

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

- the rhetorical principles that inform successful oral and written communication;
• key concepts in public speaking, such as appropriate language and delivery choices, articulation and non-verbal communication;

• key concepts in logic and argumentation, including inductive reasoning, stasis theory, Toulmin logic, and logical fallacies;

• research as inquiry, using both print and digital sources to gather information on a topic;

• evaluating the quality of information;

• using information as evidence to support an oral argument as well as an extended written argument.

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

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

b. Detailed Description of Conduct of Course

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

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

**Informative Speech**

Students will present an informative speech on a given topic. In the course of that speech, they will report on the reliability of collaborative web content applications (e.g. Wikipedia) and other online sources. Students will evaluate these entries in terms of their credibility, reliability, and accuracy. The presentation will develop students’ ability to prepare and deliver a speech to an audience. This project may be connected thematically or topically with the researched argument project.
Textual Analysis Project -102 builds on the skills learned in the first textual analysis project in CORE 101. Students will analyze a primary text alongside secondary texts which comment on it (such as a historical document with essays by historians or a novel alongside its criticism) in order to uncover the relationship between a text and its scholarship. They will evaluate the texts as arguments with a logical structure, explicit and implicit assumptions, and supporting evidence. Students will summarize, paraphrase and quote from the texts, documenting them correctly in a works cited page.

Researched Argument – 102

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

c. Student Goals and Objectives of the Course

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

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

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

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.
Radford University students will be able to:
  a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
  b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
  c. choose appropriate genres and styles when writing for a variety of different audiences
  d. describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper
Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience.

Radford University students will be able to:

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

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

Radford University students will be able to:

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

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

Radford University students will be able to:

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

**d. Assessment Measures**

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

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

**e. Other Course Information**

Examples: Bibliography of readings relevant to the course, special teaching aids, and any other information not contained in one of the above sections.
Students’ speeches will be videotaped, so that they can be uploaded to the electronic portfolio.

3. Background and Justification

a. Need for the Course

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

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

b. Students for Whom Course is Offered

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

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

c. Anticipated Enrollment

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

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

d. Frequency of Course Offerings

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

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

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

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

4. Rationale for Resources Required

a. Faculty Resources

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

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

b. Effect on Existing Curricula

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

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

c. Facilities, Equipment and Supplies

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

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

d. Library Resources

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

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

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

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

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: ___________________________ Signature of Librarian assigned to requesting department: ___________________________

e. Computer Resources

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

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

f. Other Anticipated Resources

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

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

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

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Revised 08/17/05