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

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

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:
Effective Date: August 2009

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

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

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

_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 (three or four capital letters)

Course Number: 103 (three numbers)

Course Title: Written and Oral Communication - Honors

Suggested Course Title for SIS program (28 character limit): Written/Oral Comm - Honors

Prerequisites: Admission to the Honors Academy

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."

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

2. Detailed Description of Course

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

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

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

b. Detailed Description of Conduct of Course

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

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

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

- Textual Analysis Project - Honors – In this project, students will analyze the issues raised by a set of texts in relation to each other, using at least two primary texts and associated secondary texts. Students will cite their sources and include a works cited page. As a part of the project, they will prepare an oral presentation, supported by visual aids.

- Researched Argument Project - Honors – Students will write an argument paper in which they conduct research in an area of inquiry and then argue a thesis related to their topic. They will then prepare an oral presentation, supported by visual aids.

c. Student Goals and Objectives of the Course

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

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence:

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

Goal 1: Radford University students will demonstrate competency in critical reading, standard written English, audience-specific writing, clear and effective prose, and other elements of composition.

Radford University students will be able to:

a. effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments

b. demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation

c. choose appropriate genres and styles when writing for a variety of different audiences

d. describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper
Goal 2: Radford University students will be able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience. Radford University students will be able to:

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

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

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

d. Assessment Measures

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

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

e. Other Course Information

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

3. Background and Justification

a. Need for the Course

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

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

b. Students for Whom Course is Offered

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

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

c. Anticipated Enrollment

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

The maximum enrollment is 20 students per section.

d. Frequency of Course Offerings

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

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

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

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

4. Rationale for Resources Required

a. Faculty Resources

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

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

b. Effect on Existing Curricula

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

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

c. Facilities, Equipment and Supplies

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

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

d. Library Resources

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

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

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

Attach additional sheets as needed.

Prepared by:

Signature of Faculty Member: __________________________

Signature of Librarian assigned to requesting department: __________________________

e. Computer Resources

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

f. Other Anticipated Resources

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

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

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Revised 08/17/05