Proposal Number (Assigned by the Registrar):  

Date:  12/8/08  

Department: Not Applicable  

Contact Person: Candice Benjes-Small  

Course or Program ID: CORE 202  

Proposal Category (check all that apply):  

___ Course Prerequisite Change  

___ Course Title Change (23 characters):  

___ Course Deletion  

___ Course Number Change  

___ Program Revision (Attach Revision of Existing Program Form)  

___ New Program (Major, minor, and certificate)  

___ Course Credit Hour Change  

___X_ New Course (attach New Course Proposal Form)  

___ Course Syllabi Change  

___ Change to Catalog Description  

___ Minor Change to Course  

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

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

Effective Date: 9/01/09
Reason for requesting an alternative effective date (please type or write in your reason for the change here):

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

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

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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<td>Department Curriculum Committee Chair</td>
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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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<td>General Education Curriculum Advisory Committee Chair</td>
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<td>Faculty Senate President</td>
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<td>UG Curriculum &amp; Catalog Review Committee</td>
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Revised 08/17/05

New Course Proposal

Proposal # ________
(to be assigned by the Registrar)

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

2. Detailed Description of Course

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

The course will include a major project that requires students to research a topic, understand the major viewpoints that surround it, select one viewpoint, and create a piece of communication designed for ethical reasoning. In the course of the researched argument project, students will continue to hone their skills in research as inquiry, using both scholarly sources to gather information on a topic and then to use that information as evidence to support both oral arguments and extended written arguments. Students will continue to develop their skill in the use of sources, learning to integrate source information and arguments into the extended chain of reasoning they will create in their public projects.
Students will also continue to develop their reading skills by analyzing and critiquing multiple literary or rhetorical texts as expressions of ethical viewpoints and arguments. In the process of such critique, students will learn to evaluate differing views on various ethical issues, to grasp the impact of world-views on claims to truth, and to apply methods of intellectual objectivity.

b. Detailed Description of Conduct of Course

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

Textual Analysis Project - 202

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

Researched Argument Project - 202

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

Public Communication Project - 202

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

Reading Logs - 202

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

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

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

c. Student Goals and Objectives of the Course

This course combines the goals and objectives of the four Core A areas, which are to be fulfilled by the entire Core A sequence. Developmental outcomes for each course have been constructed according to these goals:

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

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

Radford University students will be able to:

- effectively use standard written English (including grammar, punctuation, spelling, and sentence structure) to construct a thesis-driven essay supported by reasonable arguments
- demonstrate the writing process through invention, organization, drafting, revision, editing, proofreading, and presentation
- choose appropriate genres and styles when writing for a variety of different audiences
- describe and evaluate critically a variety of print and other sources, synthesize and document material appropriately, and avoid plagiarism when developing a research paper

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

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

Goal 3: Radford University students will learn to distinguish knowledge from opinion, challenge ideas, and develop reasonable strategies for belief formation.
Radford University students will be able to:
  a. apply the processes of deduction, induction, and other key elements of logical reasoning
  b. create a well-reasoned argument by evaluating the validity of ideas and information, providing evidence and support, and arguing against competing claims when applicable
  c. analyze issues, solve problems, and apply reasoning to everyday situations
  d. evaluate written and verbal arguments by discerning any logical fallacies, distinguishing between documented fact and opinion, examining explicit and implicit assumptions, and assessing the use of evidence to draw inferences and conclusions

Goal 4: Radford University students will be able to acquire, analyze, and synthesize digital and print information and explain how digital information is organized and communicated.
Radford University students will be able to:
  a. explain contemporary technological trends and issues
  b. utilize industry standard technologies as appropriate for academic purposes
  c. identify economic, societal, legal, privacy, and ethical considerations for using and sharing digital and print information
  d. demonstrate the use of basic research techniques to locate information from a variety of electronic and print sources
  e. apply appropriate modes of inquiry to evaluate digital and print information in terms of credibility, reliability, and accuracy

d. Assessment Measures

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

e. Other Course Information
3. **Background and Justification**

**a. Need for the Course**

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

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

**b. Students for Whom Course is Offered**

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

**c. Anticipated Enrollment**

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

**d. Frequency of Course Offerings**

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

**e. Level and Prerequisites**

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

a. Faculty Resources

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

b. Effect on Existing Curricula

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

c. Facilities, Equipment and Supplies

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

d. Library Resources

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

Attach additional sheets as needed.

Prepared by:

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

E. Computer Resources

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

Web development software, with technical support, will need to be available to students.
f. Other Anticipated Resources

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

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

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Revised 08/17/05