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**From:** Common CC  
**Sent:** Wednesday, September 11, 2019 9:39 AM  
**To:**  
**Subject:** Writing Foundations Course Proposal

This form was submitted

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| Application Date   | 09/11/2019  |
| Effective Term   | Fall 2020   |
| Department or program:   | WRIT  |
| Instructor   | Brittany Merritt  |
| Course number:   | 100   |
| Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:  | Writing Foundations   |
| Abbreviated course title for the class schedule (30 characters or less including parenthesis & designation)  | Writing Foundations   |
| Number of Credits: This must be a 4-credit course  | 4   |
| Grading type   | Standard (A-F or S/U)   |
| Prerequisites: (This course cannot have prerequisites)   | None  |
| MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:                                      | The Writing Foundations course serves as an introduction to several key parts of the general education experience at CSB/SJU. It is writing intensive, but also introduces students to information literacy and begins the process of experiencing and reflecting on the interconnected nature of a liberal arts education.   |
| 1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they are aware of the context (such as occasion, situation, and/or audience) in their writing. | An example of an essay in which students demonstrate awareness of context and audience is an assignment in which they must analyze common stereotypes about native nations in the Upper Midwest, based on David Treuer's Rez Life. They will articulate that the purpose of the essay is to communicate to their audience (people living in Minnesota and surrounding states) the ways in which popular misconceptions and assumptions surrounding reservations and native life are harmful.                              |
| 2. Describe an activity(ies) or assignment(s) in which students will demonstrate their ability to form an evidence-based argument,   | An example of an assignment in which students demonstrate their ability to form a persuasive argument is an essay about "the dangers of a single story" (a term of Nigerian novelist Chimamanda Ngozi Adichie). In this essay, students will formulate a persuasive argument about the ways in which Chinua Achebe's Things Fall Apart counters damaging "single stories" created about Africa in western literature, using examples from both Achebe and Joseph Conrad's Heart of Darkness as evidence for their claims. |

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using appropriate content to support their ideas.

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1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they can access appropriate information and use basic search strategies. Students will work with a research librarian to locate sources and information for their third paper through library databases. They will demonstrate that they can access appropriate information and use appropriate search strategies both through their in-class discussions about locating sources as well as in their final paper, in which they reflect on what they found and why this information is appropriate for their topic.

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2. Describe an activity(ies) or assignment(s) in which students will show that they can cite accurately and avoid plagiarism, thereby articulating the value of accurate citation. Students will cite all information in their papers with Chicago-style footnotes. We will have in-class discussions about what it means to plagiarize and the differences between summarizing, paraphrasing, and using direct quotations. Students will articulate their understanding of the value of accurate citation through in-class discussions, in which we question why it is important to cite information and sources accurately. We will have at least two class periods devoted to these discussions—one at the beginning of the semester, and another prior to their third paper in which they will cite sources they have located.

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1. Describe an activity(ies) or assignment(s) in which students will show that they can identify their intellectual abilities and dispositions, problem solving-processes, and learning strategies. Students will write an initial reflective paper in which they assess their strengths and weaknesses as a writer, evaluate their writing process, and explain their strategies to overcome obstacles when writing essays. When they submit each formal argumentative essay, they will write reflections that explain what they were trying to accomplish in the paper, its strengths and weaknesses, and their process. At the end of the semester, they will write a final reflection that assesses how they have changed as writers and what they have learned about their writing process and learning strategies over the semester.

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I will integrate the Common Reading. BM

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I will integrate students attending a Fine Arts event. BM

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Please read each statement and initial next to the statement indicating your commitment to integrating these required Common Elements:

I will introduce students to the Integrated Portfolio. BM

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I will include instruction by a research librarian on information literacy BM

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I will ensure that students attend at least one session with Writing Center tutors. BM

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I will ensure students write three formal essays of increasing length and complexity BM

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during the  
course.

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I will include [BM](#)  
peer and  
faculty  
feedback as  
part of the  
revision  
process for  
the three  
formal papers.

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When you click submit, a [copy of your submission will be automatically emailed to you. Please include your full email address here:](mailto:bmerritt001@csbsju.edu)

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Please enter your [department chair's email here:](mailto:blarkin@csbsju.edu)

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