

From: Common CC
Sent: Tuesday, September 10, 2019 3:38 PM
To:
Subject: WRIT XXX: Writing Foundations Course Proposal

This form was submitted

Application Date	09/10/2019
Effective Term	Fall 2020
Department or program:	WRIT
Instructor	Yvette Piggush
Course number:	WRIT XXX
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:	Pending.
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.	Students will identify a policy at CSB/SJU and write a short essay in the form of a letter or formal memo in which they make an evidence-based proposal for revising the policy. Students will use research to identify the audience (dean, director of residence life, director of campus ministry, etc.) that is the target for their argument. They will then write a letter or formal business memo to that person in which they demonstrate that they understand the policy, suggest a revision, and provide evidence to support their argument for revision. The evidence may come from interviews with relevant people, research into policies at other schools or institutions, or requests for data from relevant groups within our schools. (Note: I have borrowed this assignment from Cindy Malone. I have Cindy's permission to use this assignment in my course.)
2. Describe an activity(ies) or assignment(s) in which students will demonstrate	After readings and discussions on the nature of a liberal arts education and on the challenges and opportunities facing liberal arts schools, students will develop an argument about a change that CSB/SJU should implement in its curriculum to ensure its success in

Commented [MR1]: Clear and specific example that will clearly demonstrate the learning outcome.

their ability to form an evidence-based argument, using appropriate content to support their ideas.

the twenty-first century. (Alternatively, students may make an argument about something CSB/SJU should maintain as part of its curriculum.) For example, students may argue that we should add a major, implement online learning, or require internships. Students will then use the readings from the course and additional sources that they find on their own to provide evidence for their argument. They will explain their findings and recommendations in a thesis-driven 5-6 page essay with a Works Cited.

Commented [MR4]: Clearly addresses evidence based argumentation.

1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they can access appropriate information and use basic search strategies.

As a building block toward completing essay assignment on the liberal arts curriculum at CSB/SJU described above, students will compose an annotated bibliography in which they cite the sources they want to use and write a paragraph explaining how they found the source and why they think it is a credible and relevant source. Students will have at least one in-class session with a research librarian on how to locate relevant sources prior to completing this assignment. They will also be introduced to the CRAAP test for evaluating their information and use it to frame their annotated bibliography entries.

Commented [MR5]: This answer matches the rubric.

Commented [CS6R5]:

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.

In their essay on the liberal arts curriculum described above, students will be expected to include an MLA-Style Works Cited for their sources and to cite all quotations and paraphrases accurately using MLA-Style parenthetical citation. Prior to completing the essay, students will watch several videos on how to do MLA-Style citation and complete in-class activities on how to cite different kinds of materials. During their in-class activities, students will be asked to explain what they see as the value of citation and reasons to avoid plagiarism.

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.

At the beginning of the course, students will be asked to complete a short, 1 page, writing assignment discussing their experiences, strengths, and limitations as writers. Students will respond to the following questions: What has been your best writing experience? What has been your worst writing experience? What are your strengths as a writer? What are 1-2 areas that you most hope to grow in, your writing this semester? What kinds of steps can you take to help yourself grow? This response will be evaluated as credit/no credit. Subsequently, for their second and third essays in the course, students will be asked to write short responses to the feedback they receive from peers and from me on their essays. Finally, at the end of the course, students will compose a short, 1 page, reflection on how their writing developed during the course. This reflection will be submitted to the portfolio along with their final essay in the course.

Commented [MR2]: The rubric notes that the first part of the metacognition outcome can be assessed by students "identify[ing] specific learning strategies that they used in the class," therefore this response addresses the question. The learning outcome asks students to think about their abilities and dispositions in a larger sense, not solely restricted to the class.

Commented [CS3R2]:

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

- I will integrate the Common Reading. YP
- I will integrate students attending a Fine Arts event. YP
- I will introduce students to the Integrated Portfolio. YP
- I will include instruction by a research librarian on information literacy. YP
- I will ensure that students attend at least one session with Writing Center tutors. YP

I will ensure [YP](#)
students write
three formal
essays of
increasing
length and
complexity
during the
course.

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

When you click submit, a ypiggush@csbsju.edu
copy of your submission will
be automatically emailed to
you. Please include your full
email address here:

Please enter your mharkins@csbsju.edu
department chair's email
here:
