



**Module I: Academic Writing Seminar
Proposal to Create a New Core Course**

Instructions: Use this form to propose an Academic Writing Seminar University Core course. Forms for each of the other Core courses can be found on the Core website. Please provide the information requested in each section and insert a provisional syllabus that includes, at minimum, the following information: the learning outcomes, possible texts or types of texts that will be used, types of assignments and their nature/size/length, and a thematic outline describing how the course progresses through the quarter. Submit your proposal materials through the normal process for course review in your department and college/school, using the deadlines set by your college/school curriculum committees. In general, each faculty member who plans on teaching a customized version of a Core class should submit a separate proposal. Identical courses that will be taught by multiple faculty members may be included on a single proposal, but in those cases department chairs should address the issue of faculty participation in Section V.

Section I: General Information

Faculty:	SU email:
College/School:	Department:
Course Title:	
Special facilities needed: <input type="checkbox"/> Laboratory <input type="checkbox"/> Studio <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	
Will this course require any new library resources or support from library staff? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course involve: <input type="checkbox"/> Study abroad <input type="checkbox"/> Immersion/Fieldwork <input type="checkbox"/> Service learning	
Please explain any special needs for this course (including Library resources) in Section VI of this form.	

Section II: Approvals All Core courses must be approved by 1) the chair of the faculty member’s home department, 2) the dean and/or chair of the faculty member’s college curriculum committee, 3) the Core Curriculum Committee, and 4) the Director of the University Core. Approvals should proceed in the order of signatures on this form.

1. **Department Chair:** (see Section V)

2. **Chair, College/School Curriculum Committee:**

3. **Dean:**

4. **Chair, Core Curriculum Committee:**

5. **Director, University Core Curriculum:**

The questions on this proposal form reflect the specific requirements for this course as explained on the course guidelines document. Please refer to that document for the details (a copy is attached at the end of this form for your convenience).

Section III: Course Information Please provide the following general information about the proposed course. Make reference to the material in the syllabus as appropriate, but be sure to directly address all of the questions. This information will be used by the departmental and college/school curriculum committees, as well as the Core Curriculum Committee.

1. Thematic focus or subject used to teach writing:

Insert your brief description here (~50-75 words).

Essential Pedagogy: Please provide brief explanations of how this course incorporates the essential pedagogy identified in the Core course guidelines document (listed below).

1. Writing assignments should be included in all sections of this course, with both revision and instructor feedback on content, writing mechanics, and style.

2. Writing assignments should introduce students to more than one genre of writing, including, at a minimum: thesis driven academic prose, summary/strong response to written ideas of an author, and reflective writing.

3. One or more assignments should emphasize information literacy, helping students learn to find, evaluate, and use and properly cite information.

Common Learning Objectives: All Core courses share a common responsibility for helping students achieve the objectives listed below (see *Common Learning Objectives in the Core* for more information). However, it is understood that different courses will emphasize some objectives more than others. Please identify the common learning objectives emphasized in your course by checking the boxes below.

- 1. Where relevant, courses should help students understand how the field and subject matter being studied are related to or reflect the Jesuit intellectual tradition. In particular, Core courses should help students reflect on questions of meaning, spirituality, ethics, values, and justice.
- 2. Students should develop analytic thinking and reasoning skills in all Core courses, although the forms those skills take vary across disciplines.
- 3. Students should come to recognize and appreciate complexity and ambiguity, as well as the limitations of knowledge and imperfections in understanding of the subjects being studied.
- 4. Study in a variety of disciplines will assist students in understanding and valuing the wide range of academic insights and perspectives.
- 5. All courses should help students develop as writers of clear, effective, and elegant prose, including the ability to adapt their writing to different situations and content.
- 6. Class discussions, in all their forms, help students learn to engage in effective and responsible discussion and debate.
- 7. All faculty are encouraged to help students understand how their studies prepare them to meaningfully engage important issues and become responsible global citizens.

Insert any necessary information here. Otherwise, leave blank.

Section V: Instructor Information

1. Submitting Faculty: Qualified individuals from any department are welcome to submit Core course proposals in all categories. Please briefly describe the academic background and experience that prepares you to teach this course. Note: In most cases, this should be very simple (e.g. a directly relevant terminal degree, teaching experience in similar courses, etc.), but if additional information regarding your academic preparation for this course is necessary, please include that here.

2. Additional Faculty: If your department's plans include faculty members other than the individual listed on this form being scheduled to teach this specific course, please list their names here with very brief explanations of their relevant preparation. Any faculty member teaching this course should have qualifications directly comparable to those of the proposing faculty member. If the versions of the course they will be teaching are expected to vary in any significant way (i.e. not using the same syllabus), each faculty member should submit a separate proposal. As new faculty members join the university and are assigned to this course, their faculty information should be submitted to the Core as soon as possible.

Section VI: Other Information

- 1. Short title:** To be used in published information and to identify your course in SUOnline. 30 characters maximum.
- 2. Short description:** To be published in lists of available Core courses and included in the course description on SUOnline to assist students in selecting courses. Approx. 50-75 words.
- 3. Special Course Requirements:** If you checked any of the boxes on page 1 regarding library resources, facility requirements, or other special elements in the course, or if there are other unique features that should be considered in planning and supporting this course (e.g. team teaching, special scheduling needs, etc.), please explain.
- 4. Other Information:** Please provide any additional information you feel necessary or helpful for the review of this course.

Thank you for submitting a proposal for this Core course! Please remember that review of this proposal is a multi-step process, proceeding through department, college/school, and Core stages. The University Core will notify both the faculty members and their departments when courses are approved by the Core Curriculum Committee.

Syllabus: A syllabus is a required part of this proposal form. There is space at the end of the form (page 10) for you to paste the syllabus into this document.

Submissions: Please submit this form through your college or school's normal submission process for new course proposals. If you are submitting this form electronically, please save it with a new name that includes the name of the course category as well as your last name (e.g. "Acad Writing - Jones").

The Core guidelines document for this course is included here for your reference. Some questions in this form refer to specific requirements listed in this document.

UCOR 1100: Academic Writing Seminar **Course Description and Guidelines**

Description: A seminar-format course designed to develop English college-level academic writing skills in all students to prepare them for both academic and other forms of writing they will encounter in later classes (argumentative writing, reflective writing, etc.). Emphasis on: 1) fundamental writing mechanics, 2) argument construction and use of evidence and 3) rhetorical thinking/flexibility to address various situations, audiences, and genres. Each faculty member selects a theme for their section(s) to focus students' reading and writing work.

Notes and Guidelines:

1. This course balances attention to content development skills (use of evidence, organization in support of a thesis, engagement with ideas through writing, etc.), rhetorical flexibility (use of different genres as appropriate, thoughtful adaptation to different rhetorical situations, etc.) and to fundamental writing mechanics (grammar, punctuation, sentence and paragraph construction, effective language use, writing as a process, etc.). All three are important and should be explicitly addressed in each section. Students who exhibit weaknesses in one or more of these sets of skills should receive specific feedback on those weaknesses and be assisted in receiving additional support and instruction to address these challenges.
2. The thematic foci of these courses facilitate engaging students in writing about significant issues and problems. Through reading and writing about an issue, students learn to grapple with complex texts, understand and join in the discourse on an important subject, respond to the arguments of others, and develop and support their own positions. However, the primary focus of the course is to teach academic writing, not the exploration of the topic or theme. Syllabi should reflect this emphasis.
3. While this course has a central role in helping students develop strong academic writing skills, all Core courses, especially those in Module I, share common responsibility to teach and reinforce effective college-level writing. A "handbook" or writing guide will be selected for all sections of this course, and will be shared with other faculty teaching in Module I so that resources and principles can be reinforced in congruent ways across all courses. An explicit insistence on effective writing (including both mechanics and content) should be a common hallmark of all Module I courses.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with both revision and instructor feedback on content, writing mechanics, and style.
2. Writing assignments should introduce students to more than one genre of writing, including, at a minimum: thesis driven academic prose, summary/strong response to written ideas of an author, and reflective writing.
3. One or more assignments should emphasize information literacy, helping students learn to find, evaluate, and use and properly cite information. All students should be introduced to academic research databases and other library resources.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Academic Writing Seminar: Learning Objectives	
Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>1. This course helps students develop broad critical thinking and argumentation skills. Through engaging with the theme of each section, students learn to understand and critique arguments; find, evaluate, and use information; and develop well-reasoned, well-supported, and well-written arguments. Other Module I courses will teach these skills in specific disciplines, building on the broad foundation provided in this course.</p> <ul style="list-style-type: none"> • Critical reading (be able to understand and critique arguments of others, including the ability to summarize those arguments and write a response) • Information literacy (be able to draw on sources to make arguments, including the ability to evaluate the strength and relevance of those sources) • Critical thinking (be able to make and defend claims in written work)
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>2. This course helps students become effective writers of academic prose. While teaching effective writing is a common goal of all Core courses, this course bears a particular responsibility to teach students the skills and knowledge required to become strong academic writers.</p> <ul style="list-style-type: none"> • Ability to write academic prose in appropriate academic English and appropriate format with clarity and elegance <p>3. Students will learn basic rhetorical principles of communication.</p> <ul style="list-style-type: none"> • Understand the relationships between situation, author or source, intention or goal, audience, message, reception or effect, and medium • Appreciation of the importance of communication in everyday life <p>4. Students will learn to become rhetorically flexible, and be able to thoughtfully adapt their writing to different contexts and contents.</p> <ul style="list-style-type: none"> • Ability to write in multiple genres with emphasis on persuasion, argumentation, and reflection • Ability to suit form of communication to content • Ability to communicate in different rhetorical contexts, including in online environments
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>This course is not required to specifically address this objective, although faculty may choose to do so.</p>

Syllabus: A syllabus is a required part of this proposal form. Please insert your syllabus here and be sure to include the appropriate Core Learning Outcomes in the syllabus.