Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus or developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ENGL 103 involves the intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. The course emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style, with a focus on understanding multiple perspectives in argumentation and persuasion. Students will communicate and collaborate with one another in class discussions as they read, evaluate and respond to the ideas and different points of view of others, expressed both in the course readings, the student writings and in the visual images that accompany and illuminate the written discourse. The course focuses on writing the academic essay and understanding multiple perspectives as vehicles for learning, communicating, and critical analysis.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Critical Thinking Skills (CTS): The course will enhance critical thinking skills through regular reading, class discussion, and writing assignments focused on key ideas in various types of written and oral discourse and the visual images that represent those ideas. The evaluation of critical thinking skills will be based on written work, quizzes, and/or participation in class discussions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Communication Skills (CS): The course promotes communication skills through small and large group discussion of major ideas, issues, and questions central to course readings and accompanying visual images and through regular practice in various forms of writing. The evaluation of communication skills will be based on written work, quizzes and/or participation during class discussions, individually and/or in teamed groups.
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Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

*Teamwork (T)*: The course enhances the ability to work in teams by providing students with regular opportunities to address differing points of view in reading, writing, and in argument and persuasion, as well as to collaborate with classmates on techniques of invention, pre-writing, and peer critique. The evaluation of teamwork ability will be based on participation, written self-reports and peer evaluation of collaborative pre-writing and brainstorming sessions and peer critiques.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

*Personal Responsibility (PR)*: The course teaches personal responsibility by enhancing students' understanding of how to read and listen thoughtfully and to assess and respond appropriately to assertions made by text authors and their own classmates. They will also learn how to use sources ethically while composing an academic argument. The evaluation of personal responsibility will be based on assignments in which students are expected to ethically cite another person's work in written research essay. In addition, written assignments will be evaluated based on the students' ability to reflect on and respond to ideas and multiple perspectives in possible contradiction to their own perspectives via respectful and appropriate discourse in the academic setting.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.