Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person John Newell Email address newellj@cofc.edu Phone 953-7154

1. Department: Honors College

2. Course number and title: HONS 280 Honors Special Topics Course
   Number of Credits: 1-4 Total hrs/week: 1-4

   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☒
   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   An introductory or intermediate Honors course on a special topic not in the Humanities or Social Sciences. Topics will be proposed by faculty based on their particular expertise and interests and approved by the Honors College Committee. Repeatable up to 12 hours

5. CIP Code: 24 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: NA
   Rationale for cross listing: NA
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   NA

   b) Please explain overlap with any existing courses.
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With the change from SIS to Banner, the Registrar's Office is now able to automatically perform a degree audit to see whether or not a student has satisfied Honors College requirements. In the past with SIS, this verification and certification could only be done manually. With the automated process, it is essential to distinguish between an introductory level special topics course taught in the Honors College and an Honors upper level special topics course that is interdisciplinary. This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

8. Prerequisites (or other restrictions):
   Prerequisite: Being a member of the Honors College or, on a space available basis, with the consent of instructor and Dean of the Honors College.

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      HONS 280 would be used for an introductory or intermediate level course that a department is considering proposing as an Honors catalog course and that would allow faculty from across the campus to propose Honors courses not in the Humanities or Social Sciences.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      HONS 280 would be used for an introductory or intermediate level course, which does not count for Humanities or Social Science requirements, that a department is considering proposing as an Honors catalog course. For example, HONS 280 might be used for an Honors version of MATH 250 (Statistics), EDFS 201 (Introduction to Education), or ENVT 200 (Introduction to Environmental Studies). This change will make it easier for students to understand what Honors and College of Charleston requirements a course will meet and will make it much easier for the Registrar's Office and advisors to determine whether or not a student has met Honors College requirements.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    NA

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
    These courses provide Honors versions of introductory and intermediate level courses not in the Humanities or Social Sciences.

11. Method of teaching:
    While the specific range of teaching methods will vary greatly from one special topics
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course to another depending on the topic and professor, all will be to one extent or another seminar style classes with a major focus on class discussion and active student participation.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   NA

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   NA

   c) Frequency of offering:
      each fall: □    each spring: □
      every two years: □    every three years: □
      other ☒(Explain): As needed, based on proposals from departments and needs of the Honors College.

13. Requirements for additional resources made necessary by this course:

   a) Staff:
      No additional resources required.

   b) Budget:
      No additional resources required.

   c) Library:
      No additional resources required.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes    ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      NA

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

Honors 280: Advanced Academic Writing

This form was approved by FCC on 8/17/2010 and replaces all others.  p. 3
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Fall 2008 (August 26 – December 8)  Chris Warnick
MWF 1:00 – 1:50   College of Charleston
Classroom: MYBK 320   Department of English
Office:  74 George St., # 101   Mailbox:  26 Glebe St.
Office Phone:  953-7148   Office Hrs: MW 2-3, T 10-12 & by appointment
Email: WarnickC@cofc.edu   Course Website: https://webct.cofc.edu

Course Texts
Coursepack available at C of C Campus Bookstore

Overview and Objectives

Put simply, this course is designed as an introduction to academic writing. But as you will come to see, academic writing is not something that can be simply defined. Scholars across a range of fields have long argued about the shape and purposes of academic writing, and what’s often at stake in these debates is the future and place of American higher education, or what many writers label “the Academy.”

Through our reading and writing this semester, we will participate in this debate about the Academy and academic writing, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into three units. In the first unit, we will examine academic culture more generally, and you will read and respond to autobiographical essays in which different writers discuss their experiences with the Academy and academic writing. The second unit will address more specific issues about academic writing. We will read professional scholarship about the possible causes of writer’s block, about the writing processes of student and professional writers, and about the role gender plays in the teaching and learning of writing. Our focus will narrow in the third unit, as we will apply what we learn in the first two units to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Physics, Psychology, Sociology, Theater, English, foreign languages, Political Science, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies
Proposal for a New Course

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than five classes; if a student misses more than five classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed four classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- Exercises are shorter, more informal writings (up to 3 pages in length) in which you will engage with a question or issue raised in the class readings. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades; instead, they will receive a √+, √, or √- and be factored into your participation grade. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- Projects are more substantial writing assignments (5-8 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a draft that you will have the opportunity to revise based on feedback you receive from myself and your peers. In Project 1 you will write an autobiographical essay in which you critically examine your experience learning and/or practicing academic writing. For Project 2 you will write an essay in which you apply current research on writing to an essay, report, or other type of writing assignment you’ve completed in school. Finally, for Project 3 you will compose a research-based paper in which you analyze the rhetoric of a scholarly piece of writing in your discipline.

- At the end of the semester you will hand in a Portfolio that contains a revised and
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edited copy of one of your three Project essays, and a reflective essay in which you explain how this piece fulfills the course objectives and effectively employs the conventions of academic writing.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

Cultural Event Requirement: Because this course is, in part, an introduction to the academy, each student will be required to attend one campus-sponsored cultural event. This could be a lecture, a museum exhibit, a dramatic performance, a film screening, a literary reading, or some other type of cultural performance sponsored by an academic program at the College. I will keep you informed of upcoming campus events, and you can check event listings online at http://calendar.cofc.edu. After attending the event, you will hand in a one-page paper in which you describe the event and offer your reaction to it.

Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.
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WebCT: Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course website daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecs/ez/writing/writing_lab.html.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

Grades: I will read and comment on all your work and return it to you via WebCT. You will earn a letter grade for the revised draft of each Project assignment and for the Portfolio assignment. Your Exercises will not receive letter grades; instead, they will receive a √+, √, or √- and be factored into your participation grade. I will use the following formula to determine your final grade:

- Project 1 (20%)
- Project 2 (20%)
- Project 3 (20%)
- Final Portfolio (25%)
- Participation, attendance, Cultural Event requirement, and Exercises (15%)

You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I generally check email twice a day: once in the morning (before 8 a.m.) and once in the afternoon (after 4 p.m.). If you need an immediate response, those are the best times to email me; however, I will respond to all emails within twenty-four hours.

Working Schedule
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Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they're listed. This schedule is subject to changes according to the needs of the class.

Week 1 (week of Aug. 25)
W  Course introduction
F  Graff and Birkenstein, They Say / I Say (pp. ix-14)

Week 2 (week of Sep. 1)
M  Elbow, “Illiteracy at Oxford and Harvard”
Exercise 1 due by 11:59 pm via WebCT
W  Continue discussion of Elbow
F  Rodriguez, “The Achievement of Desire”

Week 3 (week of Sept. 8)
M  Graff and Birkenstein, They Say / I Say (pp. 17-38)
Exercise 2 due by 11:59 pm via WebCT
W  Continue discussion of Elbow and Rodriguez
F  Workshop responses to Exercise 2

Week 4 (week of Sept. 15)
M  Graff and Birkenstein, They Say / I Say (pp. 39-47)
Draft of Project 1 due by 11:59 pm via WebCT
W  Project conferences
F  Project conferences

Week 5 (week of Sept. 22)
M  Workshop responses to Project 1
W  Editing and ethos
F  Revised draft of Project 1 due by 11:59 pm via WebCT

Week 6 (week of Sept. 29)
M  Graff, “The Problem Problem and Other Oddities of Academic Discourse”
W  Graff and Birkesntein, They Say / I Say (pp. 51-73)
F  Rose, “Rigid Rules, Inflexible Plans, and the Stifling of Language”
Exercise 3 due by 11:59 pm via WebCT

Week 7 (week of Oct. 6)
M  Workshop responses to Exercise 3
W  Sommers, “Revision Strategies of Student Writers and Experienced Adult Writers”
F  Graff and Birkenestine, They Say / I Say (pp. 74-87)

Week 8 (week of Oct. 13)

This form was approved by FCC on 8/17/2010 and replaces all others.
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M  No class, Fall Break Holiday
W  Flynn, “Composing as a Woman”
    Exercise 4 due by 11:59 pm via WebCT
F  Graff and Birkenstein, They Say / I Say (pp. 115-122)

Week 9 (week of Oct. 20)
M  Draft of Project 2 due by 11:59 pm via WebCT
W  Project conferences
F  Project conferences

Week 10 (week of Oct. 27)
M  Graff and Birkenstein, They Say / I Say (pp. 123-132)
    Revised draft of Project 2 due by 11:59 pm via WebCT
W  Introduce Project 3
F  Porter, “Intertextuality and the Discourse Community”

Week 11 (week of Nov. 3)
M  Exercise 5 due by 11:59 pm via WebCT
W  Research presentation in Addlestone Library
F  Conduct research at Addlestone Library

Week 12 (week of Nov. 10)
M  Exercise 6 due by 11:59 pm via WebCT
    Criticism of Scientific Discourse”
F  Continue discussion of Halloran

Week 13 (week of Nov. 17)
M  First draft of Project 3 due by 11:59 pm via WebCT
W  Project conferences
F  Project conferences

Week 14 (week of Nov. 22)
M  Revised draft of Project 3 due by 11:59 pm via WebCT
W  No class, Thanksgiving holiday
F  No class, Thanksgiving holiday

Week 15 (week of Dec. 1)
M  Peer review workshop
W  Peer review workshop
F  Peer review workshop

Week 16 (week of Dec. 8)
M  Course wrap-up: Portfolio due
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16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ______________________

17. Signature of Dean of School:

______________________________________________________________

Date: ______________________

18. Signature of Provost:

______________________________________________________________

Date: ______________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ______________________

20. Signature of Faculty Senate Secretary:

______________________________________________________________

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.