**Cover Sheet**

**for Volunteer Core Course Proposal**

**To Submit:** To submit a proposal, please complete the following application and save it as a single PDF file that also contains your syllabus and a sample of at least one **significant assignment** for the course. Save your PDF file by the course name and category (e.g. engl101WC).

The PDF should be uploaded using this link - <http://tiny.utk.edu/VolCoreProposalDrop> AND emailed to [gened@utk.edu](mailto:gened@utk.edu).

If you are submitting a revision, please also include a brief written “Response to Reviewers” detailing how the requested revisions have been addressed. This “Response to Reviewers” should be included in your single PDF file and the file should be save by course name, category, and the revision and date (e.g. engl101WCrevision050120).

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is this a revised proposal? \_\_\_\_\_ Yes \_\_\_\_\_ No**

**Submitter’s Contact Information:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department Vol Core Representative or Department Head Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**College Vol Core Representative or Contact Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course information:**

**Provide full catalog entry for the course** including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

**Course subject, number, suffix (**S [service], R [research], N [internship]**) and title.** Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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*NOTE*: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

NOTES:

* *Courses in WC category* ***must*** *have the following prerequisite:*(RE) Prerequisite(s): ENGL 102, ENGL 132, ENGL 290, or ENGL 298 *(plus any others for this course)*
* *Courses in AOC category:* We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, CMST 240; CE 205; Phil 244)
* Courses may apply for either OC or AOC but not both categories.

Catalog entry for course: Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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**Is this proposal for a Lab course?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Please check all that apply:**

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|  | **Volunteer Core area for which this proposal is currently applying for (only check one)** | **Volunteer Core areas in which this course is already approved (Check all that apply)** | **Any other Volunteer Core area(s) this course is currently under review or plans to be submitted for review in (Check all that apply)** |
| Written Communication (WC) |  |  |  |
| Verbal Communication (OC) |  |  |  |
| Applied Oral Communication (AOC) |  |  |  |
| Arts & Humanities (AH) |  |  |  |
| Applied Arts and Humanities (AAH) |  |  |  |
| Natural Sciences (NS) – Lab |  |  |  |
| Natural Sciences (NS) – Non-lab |  |  |  |
| Quantitative Reasoning (QR) |  |  |  |
| Social Sciences (SS) |  |  |  |
| Global Citizenship-International (GCI) |  |  |  |
| Global Citizenship-US (GCUS) |  |  |  |
| Engaged Inquiries (EI) |  |  |  |

**Frequency of Course Offering (e.g., fall only, spring only):**

**Course Capacity per Semester *per course:***

**Number of sections planned per Semester:**

**Proposed Date for Course Review:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Each approved Vol Core course must be reviewed at least one time every ten years. Pick a semester and a year that will occur sometime within 10 years of the proposal submission date.)

**Course subject, number, suffix (**S [service], R [research], N [internship]**) and title.** Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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**Written Communication**

Good writing skills enable students to create and share ideas, investigate and describe values, and record and explain discoveries – all skills that are necessary for professional success and personal fulfillment. Students must also be able to write correctly and engage in a productive writing process that includes drafting, feedback, and revision. They also must be able to locate relevant information, evaluate its usefulness and quality, and incorporate it logically and ethically to support ideas and claims for different audiences and purposes.

Courses in this area are expected to produce the **following outcomes** for students:

1. Students will demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics.
2. Students will demonstrate the ability to focus material to convey a clear, unified point or effect.
3. Students will demonstrate the ability to shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose.
4. Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas.

**Answer all the following questions with respect to the description and learning outcomes given below.**

1. Please describe how the proposed course meets the four Written Communication Volunteer Core student learning outcomes. How will this course support students’ achievements of the Volunteer Core outcomes for this area?

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| **Outcome 1**: Students will demonstrate the ability to write correctly, employing appropriate conventions of grammar, usage, and mechanics. |
| *How does the course meet this learning outcome?* |

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| **Outcome 2**: Students will demonstrate the ability to focus material to convey a clear, unified point or effect. |
| *How does the course meet this learning outcome?* |

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| **Outcome 3**: Students will demonstrate the ability to shape content, organization, style, and/or documentation conventions to correspond with appropriate disciplinary expectations and rhetorical contexts, including audience and purpose. |
| *How does the course meet this learning outcome?* |

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| **Outcome 4**: Students will demonstrate the ability to locate and use relevant, credible evidence to support ideas. |
| *How does the course meet this learning outcome?* |

### Course Assessment

According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and results regarding the assessment above. With that in mind, please be as specific as possible in your plan to measure each of the learning outcomes below. (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](https://ugcouncil.utk.edu/volunteer-core/).)

Assessment plans for WC courses should feature direct assessment of student writing using the [WC Course Rubric](https://ugcouncil.utk.edu/wp-content/uploads/sites/64/2019/08/Vol-Core-WC-rubric-student.pdf) to answer the question, “How well are students meeting the four WC Course Outcomes?”

**To answer the question below, please include:**

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/ exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment**. If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.
3. **Who will be involved in the assessment**.

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| *Please describe how your program or department will go about assessing the proposed course.* |

1. 5000-Word Requirement

Please demonstrate that the course will meet or exceed the 5,000-word requirement. List all of the writing assignments the course will feature and include word-length requirements for each. Also clearly designate each one as formal (e.g., polished, graded writing) or informal (e.g., ungraded writing such as drafts, freewrites, field notes, etc.) writing. At least 3500 of the 5000 words should be devoted to formal writing. See the [WC Course Guidelines](https://ugcouncil.utk.edu/general-education-curriculum/) for more detailed definitions about formal and informal writing.

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| *How will the course meet or exceed the 5000-word requirement?* |

### Writing as a Vital Component

Please answer the following questions about how writing will be integrated as a vital component of the course.

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| 1. Explicit writing instruction should be integrated into the course and should focus on teaching students how to write according to the criteria for successful performance on the formal, graded writing assignments. |
| *How much class time will be devoted to explicit writing instruction, and how will that instruction be distributed over the semester?* |

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| 2. Writing for the course should be distributed throughout the semester over several assignments rather than concentrated in one assignment at the end of the semester. |
| *How will writing assignments be distributed throughout the semester?* |

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| 3. Providing feedback on writing and opportunities for revision are key features of WC courses. Instructor feedback can take the form of written comments, individual conferences, in-class workshops, and/or class lessons on writing conventions. This emphasis on writing processes—drafting and revising with individual feedback from the instructor—should be clearly reflected in the course syllabus. |
| *How and when will the instructor provide ALL students with feedback and an opportunity for revision?* |

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| 4. Writing should constitute a major component of the course grade (50% or more). Also, if the work in this course is graded by someone other than the instructor or is shared by instructor and teaching assistant, please explain how written work will be evaluated. |
| *Please explain how much of the course grade will be based on writing and how written work graded by someone other than the instructor will be evaluated.* |

### Multi-section courses

If multiple sections of this course are taught by different instructors, please describe the process used to monitor all sections to ensure they are meeting the WC-course criteria and learning objectives and to ensure consistency from semester to semester.

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| *How will multiple sections of a course be monitored?* |

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### Attachments

### Include the materials listed below with your proposal. Please make sure that all materials are consistent with each other and with your proposal responses before submitting them. Any discrepancies across documents will slow down the review process significantly.

* A representative **course syllabus** that includes the following:
* *Course description*. It should be the same as the catalog course description listed above.
* *(RE) Prerequisite(s)*. All WC courses must list English 102, 132, 290, or 298 as prereqs. Other department- or program-specific prerequisites may also be added.
* *WC GenEd Statement*. Include a statement that identifies the course as a Written Communication course that fulfills part of the WC Volunteer Core requirement.
* *WC Course Outcomes.* List the four WC student learning outcomes listed above.
* *WC Course Features:* The emphasis on writing processes—drafting and revising with individual feedback from the instructor—should be clearly reflected in the course syllabus. Also, if a detailed daily schedule is provided, any writing-focused classroom lessons should be included in that schedule.
* A sample of at least one of the **formal writing assignments**. This can be an assignment sheet that details what students will write, a piece of student writing composed for the course, or both.