PROPOSING A WRITING-INTENSIVE COURSE

Information about the person submitting the proposal:

Your name:  Joseph Witek
Phone: x7728
Email: jwitek@stetson.edu
Department: Arts & Media/English
College: Arts & Sciences

Information about the course:

Course Title: Interdisciplinary Introduction to the Arts
Course Number: HUM 200A

Course description (Bulletin copy is fine):

Examines a wide range of works in different forms of creative expression to enhance aesthetic understanding, interpretation, and appreciation. Prerequisite: Fulfillment of the Writing Requirement. Satisfies the “Creative Arts” general education requirement.

Has this course been offered before?

X Yes, but not as a Writing Intensive course

□ No

Is this course a Gen Ed course?

X□Yes, carrying the ___A___ designation

□ No

Has this course been approved by the relevant curriculum committees in your College/School?

X□Yes
Curricular Information:

1.) How many students will typically enroll in this course? 18  
If the ratio between the students enrolled in the course and the instructor(s) charged with providing feedback is greater than 20:1, please explain.

2.) How does this course’s WI emphasis support the academic and programmatic goals of the University or College/School curriculum?

   By supporting an emphasis on writing in an interdisciplinary program area in a course with a general-education designation.

3.) After consultation with the Department Chair or Program Director, please explain how this course enhances or complements the regular curricular offerings of the department or program and how the course will be scheduled to avoid conflicts with other course offerings and rotations.

   I am the program director of the Humanities program. This course has been regularly scheduled without the WI designation.

Please answer each of the following.

1.) What are the writing-related learning goals for students in this course? What do students typically know about writing (or what can they typically do with writing) before they come to this class, and what do you expect them to learn over the course of the semester?

   The writing goals in HUM 200A are for students to more fully develop skills with which they already have some familiarity: incorporating discipline-appropriate concepts and language into analytical essays, personal responses to art, and descriptions of their own research and creative activities, and to practice using the conventions of academic research and written analysis.

2.) How is information literacy incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.)

   The largest percentage of the course grade consists of a project in which students are required to produce either a significant researched essay of around 12 pages or a creative project using media of their choice. The creative-project option requires a written analysis of that project of at least 5 pages.

3.) How much will students’ written assignments count toward the final grade?
4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions?

The course includes at least two scheduled class days devoted to writing workshops in which students bring drafts or parts of drafts which are discussed both by the instructor and by other students. Other classes discuss writing in whole or part as relevant topics arise. The specific assignments requiring revision will vary.

**Approvals:**

☐ Writing Program Director

☐ Chair of the Department

☐ Curriculum Committee of (circle one) A&S Business Music

☐ University General Education Committee, as necessary

☐ UCCAP