PROPOSING A WRITING-INTENSIVE COURSE

Information about the person submitting the proposal:
      Your name: J. Anthony Abbott
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      Department: Environmental Science and Studies
      College: CAS

Information about the course:

      Course Title: Senior Research Proposal   Course Number: GESS 498

      Course description (*Bulletin* copy is fine): *Students will formalize a research proposal acceptable to departmental faculty, which will then be carried out during the following semester.*

      Has this course been offered before?   Yes, but not as a Writing Intensive course

      Is this course a Gen Ed course? No

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

Curricular Information:

1.) How many students will typically enroll in this course?   Max of 12

2.) How does this course's WI emphasis support the academic and programmatic goals of the University or College/School curriculum? *This course emphasizes a student's ability to articulate a research plan in writing, through the critical review of scholarly research, the use of written language to characterize existing work and articulate relationships among them, and the formulation of a plan in writing to address lacunae in existing work. This support College and Program requirements to complete a Senior Research Thesis.*

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. *This course is designed to bring students to the mature competency level in critical reading of disciplinary scholarship, and articulation of a research plan based on critical assessment of existing scholarship. Senior Research Proposal is always thoughtfully scheduled to minimize conflicts.*

Please answer each of the following.

1.) What are the <u>writing-related learning goals</u> 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?   *Students will*

have completed critical written reviews of scholarly work in upper division coursework and Junior Seminar prior to this course. Students will develop the ability to integrate these critical reading skills into a research plan. Activities to foster this development include 1) articulation of a research topic in abstract form, 2) review of literature via an annotated bibliography that specifically couches critical review in the student's research question, and 3) a complete research proposal that involves revision of work from the aforementioned assignments.

2.) How is <u>information literacy</u> incorporated in this course? (In other words, in what ways will students be finding, evaluating, and incorporating outside source material into their written texts.) *Students will specifically be trained through direct work with a reference librarian in the acquisition of scholarly research from numerous sources. The requirement of citation and complete references in all assignments ensures that students engage with scholarship appropriate to the research question at the level of expertise expected for Senior Research.*

3.) How much will students' written assignments count toward the <u>final grade</u>? *75% or more.*

4.) How is <u>revision</u> incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions? *Revision occurs for 1) articulation of a research topic in abstract form (revised three times), 2) review of literature via an annotated bibliography that specifically couches critical review in the student's research question (revised once), and 3) a complete research proposal that incorporates elements from the aforementioned assignments (also revised once). Each of these assignments undergo at least one round of review (using electronic markup for written feedback) from class peers (the review comments by students are graded by instructor). All assignments receive critical feedback from the instructor (also via electronic markup).*

Approvals:

- ✓ Writing Program Director

☐ Chair of the Department

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

☐ University General Education Committee, as necessary

☐ UCCAP