

PROPOSING A WRITING-INTENSIVE COURSE

Information about the person submitting the proposal:

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Department: History

College: Arts and Sciences

Information about the course:

Course Title: Modern World Civilizations

Course Number: HIST 105H

Course description (*Bulletin* copy is fine): Survey of world history since the fifteenth century, examining the distinctive developments of the cultures of Africa, Asia, Europe, and the Americas, and the increasing intercultural developments between them.

Has this course been offered before?

Yes, but not as a Writing Intensive course

No

Is this course a Gen Ed course?

Yes, carrying the __H__ designation

No

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

Yes

No

Curricular Information:

- 1.) How many students will typically enroll in this course? **20.**

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?

This course requires students to explore and critically analyze both primary and secondary sources. Students must share their analysis and arguments by writing essays of various genres.

- 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 has always been "writing-intensive" for sound pedagogical reasons, but was never designated as such. It's a course that's regularly offered for other curricular reasons.

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?

Although there are usually more first- and second-years than juniors and seniors, students take this course at all stages of their college career. Regardless of previous writing experience, few students who take this course are initially accustomed to employing writing to analyze change over time, marshal primary evidence systematically, and argue consistently about why certain interpretations make more sense than others.

- 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.)

Firstly, there are three 3-page short response essays which require students to provide substantiated answers to specific questions that encompass the entire chronological coverage of the course. Second, students are required to complete a closed-book in-class mid-term comprising short answers to four key terms and names as well as a longer essay. Third, there is a six-page term paper requiring analysis of one or more primary documents. Fourth, students are required to write a second term paper comprising a six-page book review. Fifth, there is a take-home open-book final examination comprising an essay of approximately 1,500-1,600 words. Finally, there is an optional extra credit assignment in the form of a book review comprising 3 pages. All essays and papers, except for the short answers in the mid-

term, have to be written using the thesis statement/topic sentence approach, and guides on citation and writing tips are available to students via Blackboard.

3.) How much will students' written assignments count toward the final grade?

80%.

4.) How is revision incorporated into writing assignments? How will feedback be given, and which assignments will include required revisions?

Firstly, students are taught how to use the thesis statement/topic sentence approach to writing at the start of the course. Students then receive written feedback for every paper, both in terms of errors made and suggestions for further improvement. Informal feedback is also provided in class, such as during discussion sessions and whenever graded papers are returned. Students are additionally encouraged to submit outlines for feedback prior to paper submission.

Approvals:

- Writing Program Director

- Chair of the Department

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

- University General Education Committee, as necessary

- UCCAP