

OFFICE OF ACADEMIC AFFAIRS
COURSE APPROVAL FORM
NEW COURSE



College: CAHSS Prefix/Subject Code: EH Course Number: 103

Banner Title: Accelerated College Writing Credit Hours: 3 First Offered: Fall Semester, 2017
(32 Characters)

Full Course Name: Accelerated College Writing

Instructional Method: Online Hybrid Classroom

Cross-listed: _____

Cross-listed courses must provide both graduate and undergraduate syllabi.

Prerequisites: At least: High school GPA of 3.5 AND 26 ACT or 1170 SAT

Min. Grade: _____

Catalog Description: *(300 Characters)*

Co-requisites: _____

Accelerated introduction to academic writing, critical reading, and research questions. Focuses on research questions and techniques, as well as critical engagement with published and student texts.

Prerequisites with Concurrency: _____

Restrictions: _____

Class, Level, Department, Program, College, etc.

Grading System: A-F S-U

Does this course involve multiple academic units in the originating college? Yes No
If so, the chair of each academic unit must sign this form.

Is this course to be added to Charger Foundations? Yes No
If so, the Charger Foundations committee must review this form.

Does this course involve academic units external to the originating college? Yes No
If so, deans of all colleges involved must sign this form.

Is this a Laboratory course (stand alone or combined)? Yes No
If yes, indicate the number of credit hours for the lab and the number of contact hours.

Lab Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Indicate type and hours for studio, clinical, internship, and study abroad courses.

- Studio Course Studio Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Clinical Course Clinical Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Internship Internship Hours: _____ Contact Hours: _____ Total Credit Hours: _____
- Study Abroad Abroad Hours: _____ Contact Hours: _____ Total Credit Hours: _____

Compare with existing catalog offerings, with justification if apparent overlap:

By necessity, there will be some overlap between EH 103 and EH 101 and EH 102. EH 103 is an accelerated version of EH 102 that incorporates portions of EH 101. The course is being created to serve a population of students statistically determined as prepared to engage in academic research and writing. Thus, it replaces the need, for some first-year students, of the EH 101-EH 102 sequence. "Accelerated" in the catalog and banner course title should alleviate confusion between EH 102 and EH 103.

Discuss demonstrated value of course. Please justify why this new course is needed.

This course will decrease course requirements for students who we have found do not need a two course sequence to be prepared for academic writing. Students who place into EH 103, are those who do well in the existing Area I sequence but should not simply bypass it, as they still need training to write at a college level. EH 103 will help faculty target these students to keep them engaged while providing them with the writing instruction they need. Additionally, it reduces the Fall semester staffing requirements of the English department, reducing the number of part-time instructors required by CAHSS.

Will this course be required? Explain.

Yes, this course will be a substitute for the current 2 course (6 hour) composition sequence that satisfies the Area I requirements of Charger Foundations. Students who pass the course will receive a course waiver for EH 101.

Is this course part of a program core? Explain.

No. It is a Charger Foundations course.

Is this course part of a new major or minor? Explain.

No. It is a Charger Foundations course.

Textbooks: UAH Composition Guide


Gaines Hubbell, Lacy Marschalk-Brecciaroli, Alanna Frost, Julie Naviaux, Heather Cross, Alanna Frost, Susan Friedman, Anna Weber, Michael McGinnis, Colleen Weir, William Taylor

Intended Instructors: _____


Implications for faculty workload: None

Implications for facilities: None

A detailed syllabus must be attached giving an overview of topics covered, course goals and structure, grading system, and policies.

Department Chair:  Grad. Council: _____

College Dean:  Graduate Dean: _____

College Curriculum Committee:  Undergrad Curriculum Cmte: _____

Charger Foundations: _____ Provost: _____

Acknowledgements from other units:

Department Chair: _____ College Dean: _____

EH 103 Accelerated College Writing

Course Syllabus

Dr. Gaines Hubbell

Gaines.hubbell@uah.edu

Office Hours: TR 1:00-3:00

Catalog Description

Accelerated introduction to academic writing, critical reading, and research questions. Focuses on research questions and techniques, as well as critical engagement with published and student texts.

Prerequisites

Placement in EH 103 with a 3.5 high school GPA and a 26 ACT or 1170 SAT.

Course Summary

The focus of EH 103 is developing an effective writing process while creating and answering questions through research and critical reading. A student in EH 103 should expect to develop research questions, critically engage with information relevant to those questions, and write essays that use evidence to support a defined position on a topic. A student in EH 102 can expect to write four papers during the term, including at least one extended research essay, totaling about 20 to 25 pages of text.

Textbooks

1. Heather Cross and Alanna Frost. *University of Alabama in Huntsville First Year Composition Guide*. 2nd Edition. Fountainhead Press. 978-1-68036-229-9.
2. The required common text used in EH 105 during the Fall semester.

Learning Outcomes

Students in EH 103 will be expected to develop rhetorical knowledge to apply in a variety of college and career writing situations, learn critical reading and thinking skills to investigate the quality of evidence and arguments, use effective writing and research processes, and deploy formal and scholarly writing conventions. Specifically, they will:

- Demonstrate rhetorical purpose by creating a position relative to their research
- Support an appropriate argument with quality evidence
- Provide supporting evidence from research sources
- Employ a tone consistent with purpose and audience
- Practice critical reading of outside sources
- Relate sources in context with other research
- Represent and respond to multiple points of view in research
- Revise their own writing across multiple drafts
- Develop a research question and strategy
- Find quality sources through research
- Use research to discover and focus a thesis
- Demonstrate control of such surface features as syntax, grammar, punctuation, and spelling
- Use an appropriate style guide to relay researched arguments

Attendance

Attendance is required. Departmental policy requires that students attend at least 80% of the course in order to receive credit. Frequent absences will affect your grade. If you need to miss more than 4 classes, you are encouraged to drop the course. Withdrawing from the course is the student's responsibility.

Assignments

Common Text Essay: All EH 103 classes begin by reading the common text in the first 2 to 3 weeks of the semester. This period of critical reading and scholarly discussion culminates in an essay analyzing the common text. Instructors are free to construct this essay's prompt as they would like. 4 pages.

Argument of Definition or Evaluation: Instructors can choose between asking students to write an argument of definition or of evaluation. Either should be evidence-based writing. 4 pages.

Proposal or Argument of Policy: Students will propose a research project that they will complete as their research essay or create a policy position and investigate the possible future effects the position will have. 4 pages.

Research Essay: This research essay should answer a research question with quality supporting evidence and balance technical information with readable, engaging language. 10 pages.

Grading System

This course is graded on a standard A, B, C, D, and F scale and instructors have the option of augmenting these grades with "+" and "-" signifying, respectively, high and low achievement within the assigned grade. These augmented values do not affect a grade's value for computing GPA at UAH.

Academic Integrity

Academic integrity is very important for all the work that you do here at UAH and later in your careers. Its opposite, academic dishonesty, is a very bad practice. Your written assignments must be your own work. The *UAH Student Handbook* defines academic plagiarism:

"Plagiarism," defined as the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered in fulfillment of academic requirements. This includes the use and incorporation, without acknowledgement, of the wording or expressions (even if paraphrased), information, facts, arguments, analysis, or ideas of another. (p. 136)

Academic dishonesty is a very serious offense in classroom writing. It can result in very serious punishment for students. This course will teach your strategies for avoiding academic dishonesty, especially plagiarism, which is the type of academic dishonesty this course is most concerned with. Academic dishonesty is *always* unethical. Academic dishonesty is handled on an individual basis, but any assignment that contains any words from another writer that are not indicated by quotation marks and proper citation or that contains writing too closely paraphrased from another author can result in failure of the course and referral to the Committee on Academic Integrity.

I, the instructor, reserve the right to utilize electronic means to help prevent plagiarism.

Disability Accommodations

The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for

academic accommodations. Students should identify themselves to the Disability Support Services Office (256.824.1997 or 128 Wilson Hall) and their instructor as soon as possible to coordinate accommodations.

Sample Schedule

Week 1: Begin Reading Common Text; Writing Process; Assign Essay 1

Week 2: Continue Reading Common Text; Additional Humanities Content

Week 3: Finish Common Text; Additional Humanities Content; Essay 1 due

Week 4: Rhetorical Analysis; Arguments and Stasis Theory; Assign Definition or Evaluation

Week 5: Definitions and Evaluations; Introduce College Style; Audience Analysis

Week 6: Argument of Definition or Evaluation due; Paragraph Structure; Citation Style

Week 7: Research Practices; Research Questions; Assign Research Proposal

Week 8: Using the Library; Information Literacy; Peer Review

Week 9: Research Proposal or Argument of Policy due; Student Conferences

Week 10: Literature Review; Synthesis

Week 11: Workshopping; Research Arguments

Week 12: College Style; Adapting Research to Audience and Argument

Week 13: Revise Research Essay; Introduce WID

Week 14: Research Essay Due