### New Core Curriculum, ICD, Writing or Communication Proposal

**Note:** Fields outlined in red are required

#### Editing:

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<th>Contact(s)</th>
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| Course Prefix |  |
| Course Number |  |

**Academic Level:**

- UG

**Complete Course Title**

**Abbreviated Course Title**

**Crosslisted With**

**Semester Credit Hour(s):**

- [ ] Core Curriculum

**Proposal for:**

- [ ] Writing Designation
- [ ] Communication Designation
- [ ] International and Cultural Diversity
- [ ] Cultural Discourse

### Communication Designation

**Number of credits offered for C sections of course:**

**Number of Sections per Academic Year:**

**Enrollment per Section (Avg.):**

If the course is a variable topics course (e.g., 289, 489, 291, or a course that regularly changes in topic such as “Studies in Rhetoric”), how will the department ensure that the course consistently meets the requirements for a C course?

Do any assistants (i.e., GATs or undergraduates) help with the course?

- [ ] Yes
- [ ] No

**How many?**

**Who will evaluate the writing and speaking assignments?**

If you are working with assistants (graduate or undergraduate included), briefly explain how you will monitor and supervise their work and what roles they will play in the teaching of communication. If they help with grading, explain how you will ensure consistency and oversight of grading (e.g., rubrics).
Failure to earn a passing grade on the writing requirements precludes the assignment of C credit, irrespective of the student's making a passing grade for the entire course on a straight calculation basis. Students cannot receive C credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

Pick a syllabus statement:

- [ ] To pass this course, you must pass the writing and speaking components. NOTE: In this case the student will receive a failing grade.
- [ ] To receive C credit for this course, you must pass the writing and speaking components. [NOTE: In this case the section number would be changed from a 900 to a 500, so the student would pass the course but would not receive C credit.]

In this case the student will receive a failing grade.

List all graded writing and speaking assignments along with the approximate word count or length of time speaking of each. For speaking assignments, put 0 in the word count box. For writing put 0 in the length of speaking assignment box. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.) In addition, list the percentage of the final grade each assignment represents.

<table>
<thead>
<tr>
<th>Writing/Speaking Assignment</th>
<th>Word count</th>
<th>Length of Speaking Assignment</th>
<th>% of Final Grade</th>
<th>Collaborative?</th>
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Add the total of the word count, length of speaking assignment, and % of final grade here.

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<tr>
<th>Total Word Count</th>
<th>Total Length of Speaking Assignment</th>
<th>Total % of Final Grade</th>
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Explain how collaboration is monitored to ensure equal participation.

Describe the formative feedback provided on student writing and speaking, especially on major assignments. Formative feedback is feedback given before a grade is assigned. You can meet this requirement with comments on drafts (including slides or speech outlines), practice delivery of speeches, or peer review done before the final product is graded, or you can give feedback on graded writing or speaking if there are 5 or more assignments in the same genre.

Describe how you provide writing and speaking instruction.

Additional Comments
Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.