Dear Colleagues:

The following requests from the Division of Academic Enhancement will be agenda items for the December 9, 2005, Full University Curriculum Committee meeting:

- UNIV 1109: Resources for Research (3 credit hours)
  Change from institutional credit to elective degree credit

- UNIV 2203: Improving Academic Writing (3 credit hours)
  New Course; requesting elective degree credit

Sincerely,

William K. Vencill, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
    Dr. Delmer D. Dunn

Executive Committee, Committee on Facilities, Committee on Intercollegiate Athletics, Committee on Statutes, Bylaws, and Committees, Committee on Student Affairs, Curriculum Committee, Educational Affairs Committee, Faculty Admissions Committee, Faculty Affairs Committee, Faculty Benefits Committee, Faculty Grievance Committee, Faculty Post-Tenure Review Appeals Committee, Faculty/Staff Parking Appeals Committee, Strategic Planning Committee, University Libraries Committee

An Equal Opportunity/Affirmative Action Institution
November 22, 2005

Dr. William K. Vencill  
Chair, University Council Curriculum Committee  
Plant Sciences  
CAMPUS

Dear Dr. Vencill and Members of the Curriculum Committee:

The Division of Academic Enhancement is requesting a change of credit status for UNIV 1109: Resources for Research. Currently this course is awarded only institutional credit. We are requesting that UNIV 1109 be granted elective degree credit. The proposal, the syllabus for the course, and two letters of support are attached.

Please note that UNIV 1109 has the full support of University Libraries professionals who fully collaborate with the Division in teaching the course. The two letters of support are from University Librarian and Associate Provost William Gray Potter and University Librarian and Head of the Reference Department Susan Curtis.

Please let me know if I can supply the Curriculum Committee with any additional information.

Sincerely,

Sherrie L. Nist  
Professor & Director
Request for a Change of Status for UNIV 1109: Resources for Research
(Submitted by Christopher G. Hayes for the Division of Academic Enhancement)

Background Information
When Resources for Research was born in 1996, it was titled “Preparing to Write the College Research Paper,” was offered under the Division’s special topics listing (UNV 101), and awarded two credit hours of institutional credit. A year later, the course changed its title to the current one, began awarding three credit hours, and, while continuing its emphasis on writing the basic research paper, devoted more time than previously to the Internet, GALIN, and GALILEO, as it also introduced students to the standard print indexes, many of which were just becoming available online. Libraries staff also began to play a limited role in course instruction. With the burgeoning of electronic information technology and with UNV 201: Introduction to the Research Paper already on the books, the Division decided to narrow the focus in Resources for Research to information literacy. With that change came a full—and fortunate—collaboration between Division faculty and University Libraries professionals in Resources for Research.

As the attached syllabus for UNIV 1109 indicates, the course covers a wide range of information resources, many of which did not exist a decade ago and many of which students would not necessarily discover on their own. As the attached letters from Susan Curtis, Department Head of Academic Libraries-General Operations, and William Potter, Associate Provost, testify, UNIV 1109 serves a valuable purpose in the academic lives of students as they earn their degrees at the University and long after their departure. Not only does the course teach students to become efficient and critical users of current information resources, but it also enhances their motivation and success as life-long learners.

However, for the course to appeal to the majority of students, it needs to award them elective degree credit, not merely institutional credit (which counts in a student’s GPA and appears on a transcript but does not count for elective credit). Individual departments, of course, may determine which particular courses are appropriate electives for their majors. Given the justification below, we hope the Curriculum Committee will approve UNIV 1109: Resources for Research for elective credit.

Most important, perhaps, awarding elective credit to students who take the course would further justify the academic demands placed on them and even allow for greater academic rigor than the course can appropriately call for by awarding only institutional credit.
Justification for Change in Credit Status

1. The dramatic shift in ways that information is stored and made available underscores the need for such a course.
   - No comparable course exists, so students have to learn on their own, or professors have to include specific instruction for their specific disciplines. That discipline-specific focus is important for majors, but all undergraduate students—in either major or elective courses—would benefit from the broad, foundational knowledge, universal search strategies, and analytical principles that this course provides.
   - The course leads students to develop the characteristics of an “information literate individual” as described by the Association of College and Research Libraries: “Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning. An information literate individual is able to:
     - Determine the extent of information needed
     - Access the needed information effectively and efficiently
     - Evaluate information and its sources critically
     - Incorporate selected information into one’s knowledge base
     - Use information effectively to accomplish a specific purpose
     - Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally” (http://www.ala.org/AC~PrinterTemplate.cfm?Section=acrlstandards&Template=ContentManagement/HTMLDisplay.cfm&ContentID=49987#ildef).
   Furthermore, the same ACRL document notes that information literacy “is now considered by several regional and discipline-based accreditation associations [including the SACS] as a key outcome for college students.”

2. Other Research Level-I universities offer similar courses for elective degree credit.
   - The University of North Carolina at Chapel Hill offers a 3-credit undergraduate course numbered INLS 40 and titled “Retrieving and Analyzing Information.” The course description reads: “Viewing information as a social cultural construct, this course covers the processes used in seeking information by evaluating the quality of the information retrieval, and synthesizing it into a useful form” (http://sils.unc.edu/programs/courses/descriptions.html#40).
   - The University of Washington offers a 3-credit course, INFO 220, titled “Information Research Strategies,” described as “research and problem solving in the context of specific subject disciplines. Focuses on identification of the information need, information seeking, evaluation and presentation of information, and selection of the appropriate information sources” (http://www.washington.edu/students/crsCat/info.html).
   - New Mexico State University offers a 3-credit course, LSC 311, titled “Information Literacy,” described as “[l]ecture, hands-on assignments, and written research Projects to give students the technological skills and critical thinking abilities needed to use the printed and electronic information resources found on the ‘Information Highway.’ Includes how to locate, critically evaluate, and apply information for academic, professional, and personal purposes” (http://www.nmsu.edu/Academic_Progs/Undergraduate_Catalog/ch9/ch9-79.html).
3. The financial and other investments UGA has made in the new state-of-the-art Student Learning Center underscores the need for such a course if students are to make efficient use of the facility.

- Specifically, UNIV 1109: Resources for Research complements both the role and the vision of the educational architects of the Student Learning Center. In combining electronic library and classroom spaces, the Student Learning Center creates what University president Michael Adams, in his 2004 State of the University Address, described as a “defining experience” for University of Georgia students. President Adams went on to say, “The opening of the Student Learning Center may have had the greatest impact on the intellectual climate of this institution since Old College was constructed” (http://www.uga.edu/news/artman/publish/printer_040115sotu.shtml). Resources for Research directly and immediately fosters that intellectual climate by giving students instruction and practice in using the best and latest tools of information technology and intellectual inquiry.

- Contemporary best tools are almost always electronic. Thus, following a nationwide precedent, all of the University of Georgia’s libraries are seeing a shift toward electronic resources. This change is a natural function of the evolving nature of information and its presentation; as a corollary, this same change redefines both the essence of and the instructional means to achieve information literacy. Such a shift is further fueled by the implemented and impending budget cuts facing the State. Resources for Research provides students the essential background knowledge to take advantage of these shifts that have redefined information literacy.

4. The course broadens students’ understanding of plagiarism, of fair and unfair use of copyrighted material, and of major facets of The Digital Millennium Copyright Act.

- A 25 January 2004 article in the Athens Banner-Herald stated that “188 cases [of alleged academic dishonesty at UGA] were reported in 2002-03” (A1). That number likely represents a modest to small percentage of students who either deliberately or unintentionally plagiarize or otherwise fraudulently represent others’ intellectual property as their own. As the course outline on the syllabus indicates, UNIV 1109 devotes a two-week unit to the general topic of how to avoid plagiarism and violation of copyright policies (see Citation Styles & Avoiding Plagiarism on the course outline, p. 4 of Syllabus). Moreover, the issue of appropriate use and citation of sources runs throughout the course as students receive instruction and practice in using various academic and general-public information resources.

5. UNIV 1109: Resources for Research complements the following goals of The Division of Academic Enhancement, which, in turn, complement the larger mission of the University:

- Increasing student academic performance in core curriculum and degree credit courses;
- Decreasing the frequency of academic probation and dismissal;
- Increasing retention and graduation rates by providing the types of academic intervention that best meet students’ needs.
6. UNIV 1109 addresses specific recommendations within the “Report of the Task Force on General Education and Student Learning”:

- Specifically, UNIV 1109: Resources for Research addresses recommendation 1.2.10: “Support the Division of Academic Enhancement [and] University Libraries . . . in providing opportunities for students to acquire skills in locating, evaluating, and using information resources in a wide variety of formats” (p. 14).

- The course also supports recommendation 1.2.8, which encourages faculty to “include in their classes, where appropriate, formal oral presentations . . .” (p. 14). As the syllabus indicates, students present both a written annotated bibliography on their course project and an oral report to the entire class on the project.

- Because the course is typically taught by a tenured faculty member from the Division of Academic Enhancement and co-taught by an experienced Libraries staff member, the course carries out recommendation 1.1.4, which encourages units to “[t]ake steps to ensure that tenured or tenure-track faculty teach more courses typically taken by undergraduate students in the first and second years of study” (p. 10).

- Although Resources for Research does not belong within any one discipline and so cannot “[demonstrate] how knowledge is constructed in [a specific] area of inquiry” (recommendation 1.1.3, p. 10), the course can—as the UNC INLS 40 course description suggests—lead students to “view information as a social cultural construct . . . [as it] covers the processes used in seeking information by evaluating the quality of the information retrieval, and synthesizing it into a useful form.”

- More broadly, UNIV 1109 carries out the exhortation that courses and faculty lead students to appreciate the necessity and benefits of knowing how to become lifelong learners (pp. 4, 6, 7).

Conclusion

Resources for Research fills a current gap in the University curriculum by providing students a structured opportunity to learn and practice essential methods of intellectual inquiry and analysis across numerous disciplines. The gap exists not because of any institutional lapse, but because of the unprecedented explosion in information, the new and myriad ways of accessing information, and the necessity of strategically and efficiently sorting through and selecting the informational gems in an expanding universe of diamonds and dust. While the Student Learning Center is the ideal facility to bridge the gap, with elective credit UNIV 1109 could be an invaluable guide to lead students across that bridge. In a more immediately practical light, the course can also contribute to the University’s retention of students and to students’ retention of the HOPE Scholarship. For all the reasons presented in this document, we respectfully request that UNIV 1109: Resources for Research be granted approval to award elective credit.
October 7, 2005

Prof. William K. Vencill
Chairman, University Council Curriculum Committee
Crop and Soil Sciences
4105 Plant Science
Campus

Dear Professor Vencill and Members of the Curriculum Committee:

I am writing in behalf of the application for full graduation credit for UNIV 1109. As many of you know, opportunities to develop life long learning skills are among the accreditation criteria that the SACS review committee looks for when it evaluates a campus. Librarians have a long tradition of teaching life long learning skills. We teach library users how to investigate new topics, solve recurring problems, and branch into unexplored areas of reading. Typically this instruction takes place on an individual basis and focuses on the requestor's information needs at the moment.

In the last decade the University Libraries have dramatically increased the number of sessions they provide for the classes of teaching faculty. Many faculty members recognize that technology provides the University Libraries many more tools to describe, to preserve, and to make information available. One faculty member recently remarked, "Even though I request a session every year, I always learn something new. The Libraries enlarges its family of search tools constantly." This is true. GALILEO now offers over 350 databases. The Electronic Journal Locator lists over twenty thousand titles. Just this spring the Libraries will introduce still another resource which will assist users link citations to articles.

Most students only receive fifty minutes of training when they enroll in a class that incorporates a day for "library instruction." One of our librarians, however, is team-teaching a class with Dr. Christopher Haycs, which devotes a full semester to the retrieval tools for the literature of the various branches of knowledge. As we all recognize, no matter how narrowly we specialize in our professional lives, the challenge of making good choices about our health, our family, our finances, and our government remain. These are the choices which a life-long learner can investigate. UNIV 1109 assists students in knowing where to look for different types of information and coaches them in the techniques for separating useful information from that which is not.

Please consider the time investment which students in UNIV 1109 are asked to make and weigh the value of this class in satisfying the need to provide life-long learning skills to our students. Naturally the graduates of UNIV 1109 will apply their skills to their other classes.

Sincerely,

William G. Poster
University Librarian and Associate Provost
November 3, 2004

Dr. William K. Vencill
University Council Curriculum Committee
Crop & Soil Sciences
Plant Science
Campus

Dear Dr. Vencill and Members of the Committee:

I am writing in support of providing 3 credit hours to students enrolled in UNIV 1109. This research methods class is separate from UNIV 1120, Online @ UGA. It was developed and taught last year by Anna VanScoyoc and Christopher Haycox. Its intent is to assist students efficiently retrieve and analyze information on a wide variety of topics.

A staggering 6.5 million books are in print in English alone in 2004. As all of you know, the number of journals grew at an incredible pace in the last years of the twentieth century and is now thought to number around 500,000. Video and audio files proliferate at an equally stunning pace. Web sites cannot be totaled reliably since they vanish nearly as quickly as they appear.

James Billington, Librarian of Congress, calls this phenomenon the Tower of Babel syndrome and paraphrases T.S. Eliot by asking "Where is the knowledge we have lost in information? Our society is basically motion without memory." Indeed, in academia we have difficulty keeping up with the pace even in our own areas of specialization.

Consider then how lost many of our undergraduate students are when they begin the projects which require even a cursory literature search. The avalanche which greets them is often so daunting that students will look at only the first handful of references that come their way. UNIV 1109 is designed to rescue these students. By steadily developing culling techniques and critical thinking skills, the class introduces students to the tools that will bring peer reviewed literature to their fingertips in logical and manageable increments. Based on years of observing student behavior when confronted with assignments which require research, the class is structured to license the student to use resources in both a responsible and an efficient manner. The students who completed UNIV 1109 last spring found that their time commitment was significant, but earned them important skills.

To ensure that more students avail themselves of this opportunity to tame the monster that besets us all, please recommend that full credit be accorded to this valuable class.

Sincerely,

Susan C. Curtis
Head, Reference Department
University Libraries

Athens, Georgia 30602-1461 • (706) 542-0626 • FAX: (706) 542-4144
An Equal Opportunity/Affirmative Action Institution
UNIV 1109: Resources for Research
Course Syllabus

Instructors:
Christopher G. Hayes, Ph.D., Associate Professor, Division of Academic Assistance
220 Milledge Hall
Phone: 452-0460
E-mail: cghayes@uga.edu
Office Hours: T & R 3:30-4:30
And by appointment

Anna Van Scoyoc, M.L.S., Reference/Instructional Technology Librarian, UGA Libraries
Student Learning Center
Phone: 542-0516
E-mail: amvs@uga.edu
Office Hours: By Appointment

Required Text: Our WebCT site—students are responsible for all information on that site and so should check the site numerous times weekly.

UNIV 1109: Resources for Research is a three-credit course awarding institutional credit, which means that the hours will not count toward graduation requirements but that the grade will count in students’ overall GPA (and for the HOPE Scholarship GPA).

Major Course Objectives:
Students will learn about . . .
1. the various genres of UGA Libraries holdings (including special collections) listed in GIL and how to conduct efficient, effective searches of GIL.
2. various disciplinary databases available through GALILEO and how to conduct efficient, effective searches of those and other e-databases accessible via the UGA Libraries Web site.
3. how the WWW is constructed and about the various strategic uses of Web search engines, meta-search engines, and directories; about how to conduct efficient, effective searches of the Web; and how to evaluate sites and information available via the Web.
4. disciplinary conventions for citing information in order to avoid plagiarism and learn why academic disciplines stress certain citation features over other features.
5. basic copyright law for academic purposes and how to apply principles of “fair use.”

To demonstrate mastery of course objectives, students will investigate research topics of their choice and present their findings in both written and oral formats. The primary thrust of the course is to expose students to a wide variety of hardcopy and electronic resources in their major (and other) disciplines and to guide students in efficient uses of those resources. In conducting their research, students will be expected to use resources from all of the following categories:

- Library resources (books, reference books, periodicals, microform materials, special collections, specialized databases)
- GALILEO
- GIL
- The World Wide Web and Internet.

Through various exercises and projects, students will critically assess both the research tools and the information they find. The culminating project will be an annotated bibliography of 10 to 15 sources from the above categories, which will be due near the end of the course. Because the exercises and other projects ideally should lead students toward marshalling and evaluating
information to be used in the annotated bibliography, it is important that students choose their research topics very early in the term.

Conducting research and preparing an annotated bibliography that other researchers can benefit from demand careful and disciplined planning. The following course policies should help to keep students focused and on track.

**Course Policies**

1. **Active and visible cell phones and audio devices** (e.g., CD or iPod players) are not allowed in class. If students bring cell phones to class, the phones must be turned off and be out of sight. *Any student whose cell phone rings during class will be counted absent.*

2. **Attendance:** We expect daily and punctual attendance. Students who miss more than four entire classes or more than the equivalent of five (with tardies) will have one point deducted from the final grade for each absence past the limit. Students who miss more than the equivalent of eight classes will receive a *WF* for the course. (In certain extenuating circumstances—e.g., extended illnesses—students may be allowed more than five absences.) If you are late and so are not marked present and do not remind us to mark you present, you will be counted absent. *Three late arrivals count as one absence.*

3. **Late work:** No assignment may be made up *unless* you talk with one of us and we approve your making up the work. You will receive a zero on all work not turned in on time. Only if a *legitimate emergency or documented illness* has prevented you from turning in an assignment on time will we accept the assignment or choose to delete its (missing) grade in your course average.

4. **Essay manuscript:** Written assignments must be typed, double-spaced, with 1-inch margins on all four sides, and in 12-pitch font (preferably Times New Roman font). Do not place papers within binders.

5. **Instructor Conferences:** All students will be required to meet with one or both of the course instructors to discuss and monitor progress on various assignments and the annotated bibliography. Occasionally, we may require students to go to the Academic Enhancement Learning Center for tutoring. *Failure to show up will lower the student's grade for the conference portion of the course grade (see below).* Students are responsible for coming to conferences prepared.

6. **Plagiarism:** Plagiarism (the unacknowledged use of another writer's or speaker's words, ideas, or organizational structure) is wholesale stealing and will not be tolerated. Penalties for plagiarism may include receiving an F for the assignment or for the course or even dismissal from the University. If you have questions about the appropriate or legal use of another's writings or ideas, consult the University of Georgia publication titled *A Culture of Honesty* (online at http://www.uga.edu/ovpi/honesty/acadhon.htm). All academic work must meet the standards contained in *A Culture of Honesty.* Students are responsible for informing themselves about those standards before performing any academic work.
Criteria for Grading Writing Assignments & Essays

Writing assignments and papers will be graded on the following qualities:

1. Development and Support: Each paper must prove its thesis through reasonable assertions and through relevant and accurate information. The logic must be sound and convincing. The thrust of the assertions and information must develop a unified thesis or argument; that is, the paper should not veer from the major idea and supportive statements. Citation and documentation of sources must be accurate and must follow one of the documentation formats in Research and Documentation in the Electronic Age (or another instructor-approved format).

2. Coherence/Organization: The sentences must logically and smoothly lead into and follow one another. Transitions should be used when appropriate, and logical connections must be clear. The overall organization must be discernible. The paper should have a clear introduction, body, and conclusion. The paragraphs should have stated or clearly implied topic ideas.

3. Proofreading—including accurate citation and bibliographic format.

Course Grades

Grades in UNIV 1109 will be determined in the following way:

- Project #1 ..................................................05%
- Project #1 oral presentation ..............................0.05%
- Project #2 ....................................................10%
- Project #3 ....................................................10%
- Exercises, quizzes, homework* .......................15%
- Class participation and attendance ....................10%
- Conferences with instructor ................................10%
- Term Project: Annotated Bibliography ................20%
- Oral presentation on Term Project .....................05%
- Final exam ..................................................10%

*We will drop the lowest of these grades.
IMPORTANT NOTE: Specific daily assignments will be made in class, and assignments on this outline may change. Still, students are responsible for all assignments, even if assignments do change. If students are absent or unsure of any assignment, they should consult the WebCT Calendar or contact one of the course instructors.

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<td>Library Resources: GIL &amp; Print Resources</td>
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<td>Steps in the research process</td>
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<td>Tour of Main Library (incl. Peabody/Media Archives &amp; Hargrett Library)</td>
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<td>Project based analysis of collections</td>
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<td>Searching strategies (building searches with Boolean operators, truncation, and other savvy techniques)</td>
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<td>Instructor conferences on progress of research</td>
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<td>Documentation styles &amp; avoiding plagiarism</td>
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<td>Review of quoting, paraphrasing, and citing sources</td>
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Dear Dr. Vencill and Members of the Curriculum Committee:

The Division of Academic Enhancement is requesting the approval of a new UNIV course, UNIV 2203: Improving Academic Writing, a course designed for students who need additional writing instruction beyond ENGL 1101 and UNIV 1102. As outlined in Dr. Moran’s proposal, this course will bridge a gap in the University’s curriculum by providing students with writing deficiencies the opportunity to improve their writing skills so that they can be successful in upper level courses that require writing fluency. Please note that this course is not for English majors and students must have completed ENGL 1101 and 1102 prior to enrolling in UNIV 2203.

The proposal, the course objectives, and three letters of support are attached. UNIV 2203 has the support of Nelson Hilton, Professor and Head of the Department of English, William Finlay, Head of the Sociology Department, and Woody Beck, a Professor in the Sociology Department and a Meigs Distinguished Teaching Professor.

Please let me know if I can supply the Curriculum Committee with any additional information.

Sincerely,

Sherrie L. Nist
Professor & Director
Request for a New Course:
UNIV 2203: Improving Academic Writing

Submitted by Dr. Molly Hurley Moran for the Division of Academic Enhancement
November 21, 2005

Course Description:

UNIV 2203 will target students whose writing deficiencies are jeopardizing their chances for success in upper-division courses with writing requirements. Although these students will have satisfied the requirements for English 1101 and 1102 (pre-requisites for UNIV 2203), they may have barely passed these courses or may have taken them at a less rigorous university or may have done little writing since then and their skills have atrophied. Students will review the fundamentals of the writing process—finding a thesis, planning and organizing their paper, drafting, revising, editing, and proofreading—and will practice this process on numerous paper assignments, some or all of which may be taken or adapted from assignments in their major courses.

The course will be offered every semester. If the number of students who register during a particular semester does not meet the minimum required for Division of Academic Enhancement courses, these students will be combined in a class with students registered for UNIV 1115: Introduction to Academic Writing but will do different writing assignments (see above paragraph).

The course will be offered for three hours of degree credit. Pre-requisites will be English 1101 and 1102. It will not be open to English majors. Permission of the Division of Academic Enhancement will be required for enrollment. The grading system will be traditional (A-F).

Rationale:

Over the years, the Division of Academic Enhancement has been contacted frequently by professors across campus who are looking for help for their students with poor writing skills. In addition, many such students flock to our Division’s learning center (the Milledge Academic Center) when they are panicked about a paper they have due or upset with a low grade they received on a paper because of its writing quality. While our learning center writing staff are happy to help, many of these students need more than occasional or eleventh-hour tutoring: they need an intensive writing fundamentals course. Unfortunately, though, such students have been barred from taking the only course of that nature that we offer—a freshman course entitled Introduction to Academic Writing—because it is not open to students who have passed English 1101 and 1102.

Until recently, we did not have the staff to accommodate a new writing course for upper-division students because most of our teaching allotment was taken up with sections of Introduction to Academic Writing, which until fall 2003 was required of freshmen who made below a certain score on English placement and writing tests. Beginning in fall
2003, however, mandated placement was done away with. Incoming freshmen still take placement tests, but now those making low scores in writing are merely recommended, not required, to take Introduction to Academic Writing (whose former prefix, ACAE 0099, was changed to UNIV 1115 in fall 2003) and hence the number of students enrolling in this course has been reduced by more than half. As a result, we now have the staff to accommodate a new course for upper-division students lacking the writing skills they need to succeed at the University.

We anticipate that this group of students will grow now that incoming students who are weak writers are no longer mandated to take Introduction to Academic Writing, because many of those who opt not to will struggle through ENGL 1101 and 1102 and subsequent courses with writing requirements. Hence, many in this population of students will probably eventually realize they need a course in writing fundamentals.

Furthermore, if acted on, the recommendations for increased writing in courses across the University, growing out of the 2003 and 2005 National Survey(s) of Student Engagement and the 2005 study by the University Task Force on General Education and Student Learning, will no doubt lead to an increased call for courses designed to help upper-division students with writing deficiencies.

Course objectives or Expected Learning Outcomes for Students:

- Mastery of effective strategies for moving through the stages of writing a paper: from analysis of the given topic or assignment and the formation of a thesis through the planning, drafting, revising, and editing stages
- Mastery of the style, structure, and format conventions of writing papers in their major
- Mastery of grammar rules and greater effectiveness at catching and correcting errors when they edit their papers
- Greater confidence as writers
- Proficiency at producing papers that are logical, well developed, well structured, coherent, and polished

Topical Outline:

- Analyzing and understanding assignments for papers in their courses
- Exploring their paper topic, formulating a thesis, generating content, doing research, and planning the paper
- Drafting, receiving feedback, and revising in accordance with style, structure, and format conventions of their major
• Mastering their error patterns, learning grammar rules, and learning effective editing strategies

Students will write four to eight papers, depending on the length of individual paper assignments. Paper topics and types will be tailored to their majors or will be taken or adapted from assignments in their majors.

**Required Texts:**

Bel-Jean Course Packet (containing syllabus and handouts about writing style, grammar rules, and other matters related to effective writing)


The style manual used in their major
8 November 2005

Curriculum Committee
University Council
Campus

Dear Members of the Curriculum Committee,

I am pleased to endorse the proposal for the creation of UNIV2203, “Improving Academic Writing.” This course would address, efficiently and appropriately, a real need on the part of a few students for further assistance with their writing at a basic level. The English Department is not able to offer such a course at present and so welcomes the efforts of the Division of Academic Enhancement to create and staff one.

Yours sincerely,

[Signature]

Nelson Hilton  •  Professor and Head  •  Park Hall 252  •  Athens, Georgia 30602-6205
706.542.9266  •  FAX 706.542.2181  •  nhilton@english.uga.edu  •  www.english.uga.edu
1 June 2005

Curriculum Committee
University Council

Dear Colleagues:

I am writing to support Dr. Molly Moran’s request for a new course, UNIV 2203: Improving Academic Writing. I’ve been at UGA for almost three decades and over those years UGA has undergone many changes yet one worrisome problem hasn’t disappeared: the inability of a significant number of students to write for an academic audience. Although average Freshmen SAT scores have been rising, that doesn’t always translate into increased competency at academic writing.

Several years ago I had the opportunity to express my frustrations to Dr. Moran and lamented that apparently there wasn’t any obvious course to recommend to students needing help with their written expression. Now Dr. Moran has remedied that problem by proposing UNIV 2203. In my opinion there is clear need for UNIV 2203 and I hope that the Curriculum Committee will support Dr. Moran’s request.

Cordially,

E.M. Beck
Professor of Sociology
Meigs Distinguished Teaching Professor
May 25, 2005

To: University Curriculum Committee
Fr: William Finlay
Department Head, Sociology
Re: Proposed Writing Course for Upper-Division Students

I am writing to express my enthusiastic support for the Division of Academic Enhancement’s proposal for a new writing course, Improving Academic Writing (UNIV 2203).

It is clear to me from my own experience and from conversations with colleagues that we all expect students to do more writing than in the past. The days when students in an upper-division course could get through it without taking anything other than multiple-choice tests are fast disappearing. To give just one illustration of the growing importance of writing in my department, I had more faculty request writing-intensive courses for 2005-2006 than in any previous year. It is equally clear to me that a substantial number of students struggle to write effectively. They see writing as a burdensome chore rather than as a useful skill that they can and should master.

A course such as the one proposed here promises to address the needs of both students and faculty. It should help students with their writing and should encourage faculty to increase their writing expectations of students. I urge the committee members to give it their strongest consideration.
The University of Georgia  
New Course Application

1. **COURSE ID**: UNIV 2203

2. **TITLES**
   
   Course Title: Improving Academic Writing  
   Course Computer Title: IMPROVING WRITING

3. **COURSE DESCRIPTION** *(must be 50 words or less)*

   UNIV 2203 is intended for students whose writing deficiencies are jeopardizing their grades in upper-division courses with heavy writing requirements. Students will receive much individualized help, and assignments may be tailored to their majors. Students will learn to improve the development, coherence, style, grammar, and mechanics of their papers.

4. **GRADING SYSTEM**

   A-F (Traditional)

5. **CREDIT HOURS AND LECTURE/LAB/DISCUSSION HOURS**

<table>
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<tr>
<td>Credit Hours</td>
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<tr>
<td>Lecture Hours</td>
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6. **NON-TRADITIONAL FORMAT** *(if lecture/lab hours or lecture/discussion hours are fewer than credit hours, please justify)*

   The course will be open to students who have satisfied the requirements for both ENGL 1101 and 1102 but are still having difficulty writing papers. The course will not be open to English majors. Permission of department (POD) is required.

7. **REPEAT POLICY**

   Course cannot be repeated for credit

8. **DUPLICATE CREDIT STATEMENT** *(do not list quarter course IDs)*

   The course will not be open to students who have credit in the following courses:
9. REQUIRED PREREQUISITES
ENGL 1101, ENGL 1102

10. PREREQUISITE OR COREQUISITE COURSES

11. COREQUISITE COURSES

12. PRIMARY DELIVERY MECHANISM (select only one):
Lecture

13. COURSE WILL BE OFFERED
Every Year - Fall Spring

14. DESIRED EFFECTIVE SEMESTER AND YEAR
Semester following UCC approval

15. ADDITIONAL INFORMATION REQUIRED FOR THE SYLLABUS

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES
- Mastery of effective strategies for moving through the stages of writing a paper: from the formation of a thesis through the planning, drafting, revising, and editing stages.
- Awareness of rhetorical considerations—audience and purpose—of writing assignments.
- Achievement of a clearer, more mature writing style.
- Mastery of grammar rules and greater effectiveness at editing.
- Greater confidence as writers.
- Proficiency at producing papers that are logical, well developed, well structured, coherent, and polished.

TOPICAL OUTLINE
- Analyzing and understanding assignments for papers in various courses
- Exploring and focusing a paper topic, generating content, doing research, and planning the paper
- Considering the rhetorical situation of a writing assignment
- Drafting, receiving feedback, and revising
- Mastering one’s error patterns, learning grammar rules, and learning effective editing strategies
- Students will write six to eight papers, revising them
extensively.

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi. Every course syllabus should include the instructor's expectations related to academic integrity.

COMMENTS

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<thead>
<tr>
<th>Comment By</th>
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<th>Comment</th>
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<tbody>
<tr>
<td>Sherrie Nist</td>
<td>November 22, 2005</td>
<td>You will receive a proposal for this course prior to the December 9, 2005 UCC meeting. UNIV 2203 my full support. Letters of support from the English and Sociology Departments are included in the proposal. Sherrie Nist Director &amp; Professor, DAE</td>
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ORIGINATOR OF REQUEST

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>First Name</th>
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<tbody>
<tr>
<td>Mary Moran</td>
<td>Moran</td>
<td><a href="mailto:mhmoran@uga.edu">mhmoran@uga.edu</a></td>
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</tr>
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Department: Academic Assistance
School/College: Vice President for Academic Affairs
Date: November 22, 2005

ORIGINATING UNIT APPROVALS

Department Head: Sherrie Nist
Date: November 22, 2005