



## New Proposal 2/19/2022 9:41 am a040.UGRD General Education Addition Form



unlaunched

Import

Run Impact Report

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Validate and Launch Proposal

Proposal Help



Course Information



### **\*\*Instructions\*\***

1. **FILL IN** all required (marked with an \*) fields.
2. **LAUNCH** the proposal by clicking ***Validate and Launch***.
3. Once the proposal has been launched and filled in, **APPROVE** the proposal to move it forward in the workflow.

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**General Education attributes will be assigned to courses in the WISER course catalog in the semester in which the final approval is received.**

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**After the final approval is complete, the information in this proposal will appear in the next published version of Acalog, the official university catalog. Acalog catalogs are published each fall term and can be found at [catalog.umb.edu](https://catalog.umb.edu).**

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English x

**Course Type\***

English x

**Course Subject\***

ENGL x

**Course Number\***

242

**Long Course Title\***

Grammar for Every Writer

**Short Course Title\***

Grammar for Every Writer

**Catalog Description\***

Normal



To follow

**Credit(s)\***





If credits are variable, list the minimum and maximum credit range in the format 3-6.

### Primary Component\*

Lecture x

This is the component that will carry the official grade for the course.

### Additional Component

Select an option

Students are required to register for each component.

### Additional Component

Select an option

Students are required to register for each component.

### Grading Basis\*

Graded (includes P/F option) x

### Pre-Requisite or Co-Requisite

Normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English 102			

### Course Typically Offered (term):

Spring x





Select an option

If this course requires special consent for students to register, please indicate the consent type from this drop down menu.

Cross-Listing

If this course is cross-listed with other courses, fill in the appropriate subject/number boxes below. You must coordinate signoff for all subjects listed.

**Cross-Listed Subject**

Select an option

**Cross-Listed Number**

Course numbers should match across all departments. List a course number here if it will differ in this department.

**Cross-Listed Subject**

Select an option

**Cross-Listed Number**

Course numbers should match across all departments. List a course number here if it will differ in this department.

**Cross-Listed Subject**

Select an option

**Cross-Listed Number**

Course numbers should match across all departments. List a course number here if it will differ in this department.

**General Education: If you are requesting multiple General Education categories for this course, you will need to create an individual proposal for each General Education category.**

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**course is applying. Choose one category only.**

- Distribution
- Diversity
- Seminar (FYS / IS)
- Quantitative Reasoning
- Capstone

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**If this course is being submitted for Distribution, choose an area.**

**If this course is being submitted for Diversity, choose an area.**

**If this course is being submitted as a Seminar, choose the level.**

**Is this course intended to be offered on-line?\***

- Yes
- No

**Has this course been previously offered as a Special Topics course?\***

- Yes
- No

*If yes, fill out the Special Topic information in the following fields.*

**Spec Top Crse Subject**

**Spec Top Crse Number**

**Special Topics Previous Term Offered**



**Courses that carry a General Education designation are not allowed to be repeated for credit.**

### Other Information

Format			

*Use this space to add any pertinent course information that is not included above.*

### **Rationale and Attachment Instructions**

Please attach any required files by navigating to the right side menu and clicking "Files".

Attach the following:

- a. A description of the reasons behind the proposal (how will the new course fit into the curriculum? What are the goals of the new course?)
- b. An indication of how the course serves students (its relationship to graduate, preprofessional or vocational objectives, and how it relates to other existing courses.)



which you will evaluate students' progress, and a brief bibliography. Please also include on the syllabus the following: a statement about accommodations for students with disabilities, and a statement regarding academic dishonesty and misconduct. (Sample statements are available upon request from the CLA/CSM Academic Affairs Committee.)

d. Sample course assignments



If this course is being submitted as a **FIRST-YEAR OR INTERMEDIATE SEMINAR**, please attach:

- a. As a rule, FYS courses are not allowed to count in any major or minor requirement. If you are seeking consideration to count an FYS in a major or minor requirement, you must explain that rationale here.
- b. Will the department/program also offer a non-GenEd version of this course? If so, please indicate the title and course number. Be sure also to indicate clearly on course syllabi and other informational materials which course duplicates this seminar and may not be taken in addition to it.
- c. General seminar information: please include a paragraph near the beginning of the syllabus that tells students what the goals of the seminar are. Eligibility for entrance into an FYS or IS must be included in the syllabus. For First year Seminars, mention that there will be a mentor, librarian, and an advisor attached to the course. Please emphasize that the FYS is 4 credits and incorporate the 4th hour into your class plans as a regular part of the course. See sample seminar boilerplates available from the chair of the Seminars Assessment Committee related to all of this information.
- d. Explain how and where in your syllabus you will teach the Gen Ed capabilities and assess the learning of those capabilities. First-Year Seminars teach seven capabilities: Careful Reading, Clear Writing, Critical



Academic Self-Assessment. Intermediate Seminars concentrate on three capabilities: Careful Reading, Clear Writing, and Critical Thinking, but may incorporate other capabilities. Please consult the statement of First-Year and Intermediate Seminar Learning Outcomes and “Guidelines for Level of Attention to Capabilities in First Year Seminars and Intermediate Seminars (August 2002).”

- e. Include sample assignments, indicating which capabilities they are designed to address. Among sample assignments, the Seminars Assessment Committee especially needs to see any assignments for 750- and 1250-word papers suitable for Writing Proficiency portfolios.
- f. A description of the Mentor component is available from the First Year Seminar Coordinator for those designing First Year Seminars.
- g. Please include a bibliography of course materials.

If this course is being submitted for **DISTRIBUTION** status, please attach (each as a separate section):

- a. Provide a rationale for inclusion in the proposed Distribution area. How do the content of the course and its assignments fit the definition and criteria of the proposed Distribution area? See "[DISTRIBUTION AREA DESCRIPTIONS AND CRITERIA FOR COURSE CONTENT IN DISTRIBUTION COURSES \(Revised 2006\)](#)". Please Note: For World Cultures Distribution proposals, the aspects of World Cultures in the course should be explicit in both the WISER course description and the syllabus course description.
- b. Indicate which of the GenEd Capabilities will be covered in your course (at least two must be incorporated as an integral part of the course): Verbal Reasoning (Critical Thinking), Quantitative Reasoning, Critical Reading and Analysis, Effective Communication (Writing and/or







will be incorporated into the course. In your syllabus's section on the Distribution you are proposing for your course, please state which specific General Education capabilities are taught in the course.

- c. Indicate whether students will have the opportunity to write a paper suitable for the Writing Proficiency Requirement Portfolio (analytical papers of 750 and 1250 words dealing with two or more texts). In the syllabus discussion of Distribution, please state either that the course's assignments are suitable for inclusion in Writing Proficiency Portfolios or that course assignments do not produce essays suitable for the Writing Proficiency Portfolio. If course assignments are suitable, please name them when you mention their suitability.
- d. Discuss the pedagogical methods, assignments, or class activities that will be used to ensure coverage of the area criteria and foster the attainment of the GenEd capabilities specified above. Also, please indicate how you will assess student progress and performance in meeting the goals of the course.
- e. Syllabus: please include a paragraph near the beginning of the syllabus (for example, after the course description) , most likely the first paragraph of your answer to Part a of the directions above, that explains and which Distribution area and capabilities the course covers and "how . . . the content of the course and assignments fit the definition and criteria of the proposed Distribution area." We recommend including some form of the Area Definition as a "boilerplate" introduction to the Distribution area. Please include a section heading above this paragraph: [Name of Distribution area] Distribution. For example: World Cultures Distribution. Please Note: For World Cultures Distribution proposals, the aspects of World Cultures in the course should be explicit in both the WISER course description and the syllabus course description.





g. Please include a bibliography of course materials.

If this course is being submitted for **QUANTITATIVE REASONING** status, please attach:

a. List the mathematical topics that this course will cover (required topics include: descriptive statistics, linear models, exponential models or probability, and the use of technology as in graphing calculators or computers). If your course deviates from this list, please explain the reason(s) for the deviation(s) and how your coverage will help the student achieve the educational principles listed below:

- Educational principles: Explain how this course imbeds the following basic principles of general education courses.
- Engage in critical reading and analysis
- Speak, listen, and write effectively.
- Reason logically and quantitatively.
- Use technology to further learning.
- Work independently and collaboratively.
- In particular, explain how this course will provide students with the opportunity to develop and demonstrate the capacity to:
  - Recognize and pose real world problems involving the use and/or collection of data.
  - Understand and critique quantitative arguments about real world problems.
  - Formulate and communicate quantitative arguments and frameworks for decision-making.
  - Use and make connections among the four standard modes of quantitative representations: oral/written, numerical, visual, and symbolic.
  - Generalize and apply QR strategies to topics outside the course.
  - Write quantitative arguments clearly and concisely.

b. On a separate sheet, explain how student capabilities will be assessed in this course.





If this course is being submitted for **DIVERSITY** status, please attach:

- a. Please indicate which of the elements of diversity will be covered in your course. At least two must be incorporated as an integral part of the course: e.g., Race, Gender, Class, Culture (national or regional origin, ethnicity, religion, language, or sociolinguistic identity), Sexual Orientation, Age, and or Disability. Please see [Guidelines for Proposing Diversity Courses](#) for an expanded discussion of these elements of diversity. Please note: For Diversity proposals, the elements of diversity covered in the course should be explicit in both the WISER course description and the syllabus course description.
- b. Provide a summary of how the course handles diversity as a central theme. Please see the Guidelines for how the elements may be handled.
- c. Are there any particular pedagogical strategies that you use that explain how you handle diversity in your course? If so, please discuss any relevant teaching techniques, lecturing strategies, writing assignments, group work, films, etc.
- d. Syllabus: please include a paragraph near the beginning of the syllabus (for example, after the course description) that names whether the course satisfies the U.S. or International Diversity requirement, and tells students what the goals of the course are, from your answer to Part b above. Explain here how the course handles Diversity as a central theme. From your answer to Part a. above, please indicate which of the elements of diversity will be covered in your course (at least two must be incorporated as an integral part of the course): (e.g., Race, Gender, Class, Culture (national or regional origin, ethnicity, religion, language, or sociolinguistic identity), Sexual Orientation, Age, and or Disability. Please see [Guidelines for](#)



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- e. Please include a bibliography of course materials
- f. General Notes: Diversity courses may be offered in all areas and at all levels of the curriculum, and may use a variety of disciplinary and theoretical approaches. Courses can have either a US or more inclusive international focus (including courses that compare the US to other nations or world regions). If a proposed course is multi-sectioned, the department must agree to designate all sections as diversity courses, or else to separate diversity sections into a new course. Any course must have already achieved full governance approval as a regular academic offering before it can be considered for designation as a Diversity course.



If this course is being submitted for **CAPSTONE** status, please attach:

A capstone course should offer students “the opportunity of a culminating experience that synthesizes what they have learned and looks forward to what students are capable of doing after receiving the degree.” (From the CAS General Education Curriculum, passed 5/17/99).

Departments are encouraged to provide such experiences where possible “through a set of courses approved for the purpose, or independent research that culminates in a thesis or presentation, or an internship.” (From the CAS General Education Curriculum, passed 5/17/99).

A proposed capstone should be a course with a set syllabus (e.g., not a special topics course) and should be offered on a regular basis. The proposed capstone should have a clear relationship to the major and should be at the senior level. It should have clear prerequisites and should be designated for majors only.

### Check Attachments\*

I have attached all required documentation to this form.



workflow. Please add comments that explain (a) what considerations were taken regarding the proposed action by you/the committee at this stage of the governance review process, (b) what concerns, if any, were raised, and how were they resolved/addressed?New Field



**Originator Comment**

Format [dropdown] [text area]

**Department Curriculum Committee Comment**

Format [dropdown] [text area]

**Department Chair Comment**

Format [dropdown] [text area]



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### General Education Committee Comment

Format ▲

### Seminars Assessment Committee Comment

Format ▲

### Distribution Committee Comment



Format ▾



### Diversity Committee Comment

Format ▾

### Quantitative Reasoning Committee Comment

Format ▾



Format ▾ | | | |

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### Faculty Council Comment

Format ▾ | | | |

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### Provost Comment

Format ▾ | | | |

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### Registrar Comment

Format ▲

### Administrative Use Only (DO NOT ALTER) ^

SIS Fields

#### Course Catalog SID

Course Level (ugrd or grd):

#### Short Description



**Course Catalog ID**

**Course Offer Number**

**Status (1=active, 0=inactive)**

**COFFR ACAD CAREER**

**COFFR ACAD GROUP**

**COFFR ACAD GROUP LDESC**

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