

New Course Proposal
Submit completed form electronically

- 1. Course prefix and course number:** UGS 122
- 2. Course title:** Writing Portfolio Completion
- 3. Abbreviated title for class schedule** (30 characters or less): WR Portfolio Comp
- 4. Credit hours: 1 -2 credits.** 1 credit per waiver (note as variable credit up to 2 credits) repeatable for two total credits.

5. Catalog description:

Successful completion of this course satisfies University Studies Foundation Learning Goals A and B learning outcomes for those students who may demonstrate prior learning proficiencies through work that has already been created. The learning goals articulated in the Foundation-level General Education courses stress developing and enhancing written communication, critical thinking, and information literacy skills. Approved for University Studies Foundations Strands A and or B.

Graded (A-F) or P/NP. Must earn a C- or better to meet Foundations Strands A and or B requirements noted through the waiver.

- 1 Prerequisites** (*to add each additional prerequisite, start a new line*):
(*See attached Note for samples*)

A. (course prefix, (space) and number) WR 121 or instructor signature

- 2 Co-requisites (including labs, if any):** None
- 3 Major/Class restrictions:** Please indicate any class or major restrictions: None
- 4 Is course repeatable?** Yes ☒ If Yes, list maximum credits: 2
- 5 Labs requirements:** If course includes a lab: # of hours lecture; # of hours lab:
NONE
- 6 Fees:** List any course fees: None
- 7 Grade Mode:** Graded only: Pass/No Pass only: Option: ☒
Must earn C- or better to receive waiver.
- 8 CIP Code:** Six-digit CIP code (check with your Division Director): 309999 - which is the general multi/interdisciplinary
- 9 Special qualifications; Is course proposed for (yes/no):**
A. University Studies? (X) If yes, list Strand(s) Course will meet Foundations Strand A and or B requirements (WR 121 and/or WR 122) through waiver. Each waiver completion is 1 credit of work.

15. **Cross-listing: List any cross-listing (and please complete the Cross-list proposal form at <https://inside.sou.edu/provost/curriculum.html>):**

16. **Strategic justification for proposed course:**

A. **Rationale:**

B. What is the overall strategic rationale for offering this course?

Currently, students with high credit hours who have not completed strands A and or B will request a portfolio option. Students complete a sample of writings, pay 75 dollars, and wait to hear if the waiver they seek is approved. The faculty who oversees this process meets several times with students individually. This course will create an equitable possibility for students to earn strand B (and or A strand waivers).

C. **Alignment:**

How does this course align with the unit's mission plan? Yes

The mission of seminars is to develop essential skills, to encourage a dynamic relationship with learning, and to advise and support learners at SOU. Seminars offer challenging and personalized learning experiences. Seminar instructors also serve as academic advisors and mentors, helping learners to better navigate their many choices at SOU.

Although the portfolio writing course does not offer academic advising, the process allows for students to demonstrate the essential skills under the Foundations requirements for strands A and/or B through the portfolio.

Communicate effectively using writing, speech, and image. Conceptualize ideas holistically, logically, and creatively.

Strategic Direction I: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal One: SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

Goal Three: SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.

Goal Four: SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

Strategic Direction IV: SOU will create a diverse, equitable, inclusive community where learners flourish.

Goal One: SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse "new majority."

Goal Two: SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.

Goal Three: SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

Strategic Direction V: SOU will maintain financial stability and invest for institutional vitality

Comment: While neither Goal One or Goal Two in Strategic Direction V speaks directly to our students' financial stability and that financial stability of their families, students' understanding of their finances, loans, the cost of schooling, the use of this portfolio course to demonstrate prior knowledge can elevate up to 10 credits of coursework.

2. How does the course fit into the rest of the unit's curriculum? Yes
This course offers a pathway to complete strands A and/or B.

D. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? 10 to 15 students each term in the UGS 122 course offering. Year one (3); Year 2 (32), Year 3 (34). Capacity up to 45 student per year.

E. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? All faculty in Seminar are eligible to teach this course. The course will be offered fall, winter, and spring terms to fully assess the need during the first year it is offered. Adjustments will be made AY 2021-2022 based on demand.
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. None identified.
- c. If additional faculty members are needed, how will that need be met?
Through the seminar faculty pool.

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. None required.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? Yes. Worked with Dale Vidmar to verify this.
- b. Are any other resources needed to support this course? No
If so, please explain how they will be obtained.

E. **External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? This course will meet a need currently only being addressed through a

one-on-one faculty lead portfolio waiver process. By offering this process as a course it become fair and equitable.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received. Seminar Chair Elizabeth Whitman, Mathew Moreali, and Deborah Brown.

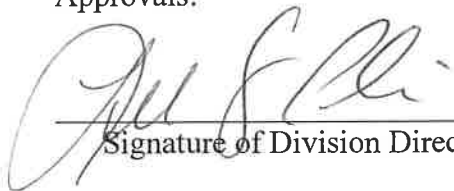
-
2. Will any of your prerequisites affect other academic programs? No.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts (none)
- D. Course format (Hybrid) some face-to-face, Moodle, and one-on-one meetings.
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:



Signature of Division Director



Date

4/29/16

UGS 122 Writing Portfolio Completion Fall 2020, Winter 2021, & Spring 2021

Instructors:

Dr. Deb Brown
CS 214
(541) 552-6267
dbrown@sou.edu

Matt Moreali, JD
CS 210
(541) 552-6142
morealim@sou.edu

Time: TBD

Office hours: TBD

Credits: 1 or 2 depending on waiver request. Repeatable for total 2 credits.

Course Description

Successful completion of this course satisfies University Studies Foundation Learning Goals A and B learning outcomes for those students who may demonstrate prior learning proficiencies through work that has already been created. The learning goals articulated in the Foundation-level General Education courses stress developing and enhancing written communication, critical thinking, and information literacy skills.

Course Learning Goals

To complete a portfolio of previous work that will serve to demonstrate skills and proficiencies with SOU's Foundation Learning Outcomes and so be awarded credits for WR 121 and/or WR 122, depending on the student's needs.

The learning goals that need to be demonstrated in this process are *communicating effectively using writing, speech, and image; and, conceptualizing ideas holistically, logically, and creatively*. Elements of each of these goals are covered in greater detail by both Learning Goals A and B as they are outlined in SOU's Foundational Learning Goals.

Upon completion of this course, students will demonstrate the ability to:

1. Compose a persuasive argument, with a clear claim and supporting evidence
2. Logically explain how evidence supports a claim
3. Maintain an argument's focus, through logically organized and coherent body-paragraphs
4. Write in a formal manner, appropriate for an academic essay
5. Incorporate scholarly or discipline appropriate sources
6. Accurately cite sources and compose a bibliography using APA or MLA format
7. Utilize standard written English conventions

Required Course Materials

There is no textbook required for this course; however, students will have access to SOU online library resources. Moodle will serve as a key course resource. Students will find access to either the APA Style Guide (7th Edition) or the MLA Style Guide (8th Edition) useful.

Attendance Policy and Participation

Due to the concentrated nature of this hybrid course (in-person and on-line instruction), students are expected to attend all in-person sessions in Weeks 1, 2, and 3. Depending on progress towards the completion of the portfolio, individual students may be required to meet with instructors during Weeks 4 and 5.

Assignments and Expectations

Students will compose a Letter of Application, which argues explicitly how that their prior written works display proficiency in WR 121 and/or WR 122 outcomes. Students will compile a collection of six written works that demonstrate the outcomes listed for this course. Students will attend a portfolio orientation, a workshop or workshops sessions, and peer-review session. Students will also be expected to meet with the course instructor for a portfolio intake interview and portfolio review follow-up.

Class Outline

Specific assignments and due dates will be detailed in Moodle. General topics and key due dates include:

Portfolio Activities/Components

1. Letter of Application arguing that you are qualified to waive WR 121 and/or WR 122.
2. Compile portfolio evidence that, in totality, demonstrates proficiency in WR 121 and/or WR 122 learning outcomes. The following items *may* be required in any student's compilation of evidence. This is an illustrative menu, and is not exhaustive. Key portfolio components are decided in consultation with the course instructor.
 - _ Expository Writing Sample
 - Literature Review
 - Literary Analysis
 - Memorandum
 - Compare/Contrast Essay
 - _ Annotated Bibliography of Scholarly Sources
 - _ Scholarly Argument Sample (6-8 pages)
 - Research Argument
 - Policy Argument
 - Scientific Experiment Proposal
3. Participate in peer review of portfolio work to give and receive feedback.
4. Submit a final perfected portfolio for review.

Please note: This portfolio completion course assumes that students have the requisite skills and proficiencies to be able to produce a portfolio without the need for instruction related to the portfolio content artifacts. The course is designed to facilitate and verify the process of creating a portfolio that demonstrates credit-worthy skills and proficiencies.

Grading Policy

Graded (A-F) or P/NP. Students must earn a grade of C- or better to meet the Foundations Learning Goals A and/or B through a waiver (in the same way that students must earn a C- or better to be eligible to advance through the USEM Sequence at SOU). Be aware that "E" or "I" grades will not be awarded in this class. A minimum proficiency level of 70% has been set as passing for the course, based on the course rubric and course attendance. Attendance and course meetings are mandatory, but students will be permitted to miss one 1 Free day, without penalty. Each additional absence will result in 5% penalty against the student's overall course grade.

Grade	Expectations	Rubric Score	Student Questions
A	Attends all scheduled classes and instructor meetings (permitted 1 absence)	and meets at least 90% of all rubric criteria. Scoring 9/10 on all criteria.	
B	Attends all scheduled classes and instructor meetings (permitted 1 absence)	and meets at least 80% of all rubric criteria.	

		Scoring 8/10 on all criteria	
C	Attends all scheduled classes and instructor meetings (permitted 1 absence)	and meets at least 70% of all rubric criteria. Scoring 7/10 on all criteria earns a C-grade.	
C-	Grade required for portfolio to count for credits earned.		
D	Attends all scheduled classes and instructor meetings (permitted 1 absence)	and meets at least 60% of all rubric criteria. Fails to demonstrate learning outcomes and does not qualify for credit.	
F	Attends all scheduled classes and instructor meetings (permitted 1 absence)	and meets at least 50% of all rubric criteria. Fails to demonstrate learning outcomes and does not qualify for credit.	

Assessment

The portfolio includes a Letter of Application, and compilation of at least six writings. It will be evaluated based on the entirety of its contents, using the rubric(s) below. Each rubric item represents 10 points or 10% of the overall grade.

WR 121 Credits	Learning Goals A & B	Criteria	Points 1-10	Comments
	Critical Thinking	Clearly states a thesis, or makes the writing's purpose readily apparent		
		Provides sufficient evidence to support the thesis or writing's purpose		
	Written Communication	Overall organization is clear, and relates to thesis or purpose		
		Each paragraph has a clear focus and logical structure		
		Transitions between ideas are meaningful, and help guide the reader		
		Varied sentence structure effectively conveys and connects ideas		
		Vocabulary is precise, accurate, and adequately formal for an academic essay		
		Standard written English conventions are used accurately and consistently		
	Information Literacy	Information from sources (quotes, paraphrasing) is integrated effectively into the essay		

	Accurately and consistently uses APA or MLA to cite sources and compose bibliographies		
--	--	--	--

WR 122 Credits	Learning Goals A & B		Points 1-10	Comments
Critical Thinking		Clearly states a main <i>claim</i> that is sufficiently specific and arguable		
		Provides relevant, credible <i>evidence</i> to support the main claim		
		Provides clear <i>reasoning</i> that explains how/why the evidence supports the claim		
Written Communication		Overall organization is clear, focused, and explicitly supports the argument		
		Each paragraph has a logical structure, and transitions between ideas are meaningful		
		Vocabulary is precise, accurate, and adequately formal for an academic essay		
		Standard written English conventions are used accurately and consistently		
Information Literacy		At least five relevant, credible sources are cited		
		Sources are scholarly, or discipline appropriate		
		Accurately and consistently uses APA or MLA to cite sources and compose bibliographies		

Final Exam Block Schedule

TBD

Disclaimer

This schedule and assignments may be amended from time-to-time depending on the pace of the class, and the discretion of the instructors. Any changes will be communicated via email to students and posted in Moodle.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or

attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited". Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Emergency Notifications

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are strongly encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form:

https://ife.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

Statement on Military and Other Forms of Active Service Duty

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.