

**UNDERGRADUATE NEW COURSE
GENERAL EDUCATION**

Proposal for a New Course

Department Department of Sociology, Anthropology, and CJS **Submission Date** 7 March 2011

Semester of Implementation _____

I. New Proposed Course Information

Discipline Prefix GNED

Course Number 400

Course Title Exploring Public Issues through Writing

Credit Hours 3

May this course be repeated for credit when content changes? ☐ Yes ☐ No

If yes, how many hours? _____

Prerequisites ☒ Yes ☐ No

If yes, list prerequisites: **Fulfillment of General Education Goals 2 and 3; 75 credit hours or permission of the Chair of the General Education Committee** (Note – Same prerequisites as the other G13 course, ENGL 400)

Speaking Intensive ☐ Yes ☒ No

If yes, attach a copy of the department speaking intensive policy.

Writing Intensive ☐ Yes ☒ No

Cross-Listed: ☐ Yes ☒ No

If yes, list
Secondary Prefix _____

Course Number _____

Course Description (***Must match description on course syllabus***):

Course Catalog Description: *This course engages students in the critical analysis of a contemporary issue relevant to democratic citizenship. Students will develop interdisciplinary inquiry and writing as civic skills for active citizenship.*

General Education Goal(s) for which course is designed: Goal 13

Attach a proposed syllabus in SACS format. The syllabus, or an attachment, should indicate in some detail how the course will satisfy each of the required nine (9) General Education Course Criteria (page 11). General Education Matrix, Appendix B, should be included.

II. Required for Major or Concentration or Licensure or Certificate (please specify):

none Click here to enter text.

III. Rationale for Course:

The case-study approach used in GNED 400 provides a flexible framework supporting the use of writing, reading, speaking, and listening as tools of engaged citizenship. The interdisciplinary nature of this class will demonstrate to students that citizens need to use knowledge from a variety of disciplines when it comes to solving society's problems. In addition to these factors, we also believe that GNED 400 is needed in order to help Longwood meet its commitment to educating citizen leaders for the common good. By offering this course, Longwood will help its students develop a better understanding of the rights, responsibilities, and activities that constitute responsible citizenship. After taking this class, students should be able to engage in the democratic process as contributing members of local, regional, national, and global communities. Another benefit is that offering this course can encourage faculty members from a variety of disciplines to develop Goal 13 courses by presenting them with a model that they can adopt and adapt. The case-study approach lends itself to coherent, cross-disciplinary action on almost any public issue. In pilot versions of this course, the case studies have included the wolf reintroduction to Yellowstone National Park and Mountain Top Removal coal mining in Appalachia. Those cases can serve as the template for addressing a diverse array of similarly challenging, public, and cross-disciplinary issues. For example, an historian might want to teach this class by focusing on issues relating to stewardship of historic sites. An artist might want to highlight needs related to the role of public art in the life of a community.

IV. Resource Assessment, if change warrants it:

- A. How frequently do you anticipate offering this course? **Since Spring 2006, the 'special topics' predecessors of this course have been offered each year. With official course status, we expect that the course will be offered at least every summer, though additional offerings are likely to develop in other departments.**
- B. Describe anticipated staffing for the course including any changes in existing faculty assignments: **Alix Fink and Scott Cole co-taught the 'special topics' course in Spring terms of 2006 and 2008, for a total of four sections offered in a regular semester since 06S. Since then, the 'special topics' course has been offered in the summer, with multiple sections being taught since Summer 2008. The immediate plan is to continue to offer the course outside of the regular semester (i.e., summer and intersession), and thus it will not affect regular teaching assignments.**
- C. Estimate the cost of required new equipment: none
- D. Estimate the cost of and describe additional library resources: none known at this time
- E. Will this course require additional computer use, hardware or software?
- ☐ Yes ☒ No If yes, please describe and estimate cost: _____

F. Will a course fee be assessed? ☐ Yes ☒ No If yes, the Fee recommendation worksheet must accompany this form. It can be found at the following url: www.longwood.edu/budget
(See Appendix B for sample of form.)

**SIGNATURE PAGE
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Course Name/Number GNED 400 Course Title Exploring Public Issues through Writing

V. Approvals

	Date received	Date approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____

If the proposed course could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes.

Departments/programs that might be affected	Individuals contacted and date contacted
_____	_____
_____	_____
_____	_____
3. College Dean	_____
4. College Curriculum Committee	_____
5. General Education Committee	_____
6. Educational Policy Committee	_____
7. Date received by Registrar	_____

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

**December 15th to the College Curriculum Committee
February 1st to the General Education Committee
March 1st to the Educational Policy Committee (EPC)**

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

Revised May 2010