### South Dakota Board of Regents

Revision to General Education Requirements

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Approvers</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSU</td>
<td>Arts and Sciences</td>
<td>Laurie Stenberg Nichols</td>
<td>1/17/14</td>
</tr>
</tbody>
</table>

Indicate (X) the component of the General Education Curriculum that the proposal impacts.

- [X] Writing Intensive Requirement

Indicate (X) the revision(s) that is being proposed (more than one may be checked).

- [X] Addition of a course to the set of approved courses

**Section 1. Provide a Concise Description of the Proposed Change**

Add GS 490 Seminar to the list of courses approved to meet the Writing Intensive Requirement.

**Section 2. Provide the Effective Date for the Proposed Change**

Fall 2014.

**Section 3. Provide a Detailed Reason for the Proposed Change**

The components of GS 490 Seminar course correspond with the Writing Intensive objectives, and thus the department seeks approval and inclusion of GS 490 on the designated list of Writing Intensive courses.

**Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes**

**Writing Intensive goals and SLO’s**

Writing Intensive goals and SLO’s are detailed below, along with specific means by which this course will address each goal and achieve each objective. This course description is provided here for reference.

**Course Description:** GS 490 Seminar: A highly focused, and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. Seminars may be conducted over electronic media such as internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

**Writing Intensive goal:** Advanced writing courses are discipline based and require students to build upon concepts learned in courses addressing System General Education Goal #1. Students will refine their writing skills appropriate to the discipline. These courses will have a scholarly focus. Students will build upon concepts learned in courses covering System General Education Goal #1 and refine their skills through research and writing in a discipline specific context.

**Writing Intensive Student Learning Outcomes:** As a result of taking GS 490, students will be able to:
Writing Intensive – GS 490 Seminar

1. Read extensively and respond critically in the written discourse of a discipline; formulate research questions, refine topics, develop a plan for research and organize what is known about the topic; articulate a position through a thesis statement and advance it using evidence from primary and secondary sources, examples, and counterarguments that are relevant to the audience or issues at hand.

   Early in the course, a position paper is written after researching the history of BGS programs. Later an in-depth research paper is written requiring 15 scholarly sources. The research paper includes a peer review process.

2. Use a style manual and other writing conventions specific to a discipline; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations, as well as the conventions for incorporating information from Internet-based resources. Students are required to adhere to MLA or APA guidelines for all writing assignments.

3. Evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality. Students comment on these issues in the peer review process and include an analysis of the literature in the research paper.

4. Present the results of research or project, either collaboratively or individually, to the class, department, faculty, community members, or at a student research or professional conference.

   Students will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and professional goals. The research paper requires students to explain how the selected topic/problem is relevant to their three BGS emphasis areas. The portfolio requires a personal statement describing how the academic experience relates to personal or professional goals. The research paper is presented orally and in written form. Students will evaluate the importance of lifelong learning. The portfolio and discussion forums require students to articulate goals for continued growth via formal or experiential learning. Final assignment is a letter of reflection and advice to the next capstone class.

Each course meeting this goal includes the following student learning outcomes.

Required: #1, #2, #3, #4

Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation

Please see attached.

South Dakota State University
College of Arts & Sciences
GS 490 Seminar (3 credits)
Fall 2013 Syllabus

Professor: Kathie Erdman Becker, Ed.D.
Office: Wagner Hall 153
Office Hours: By appointment in Brookings or Sioux Falls. Call or email any time.
Email: Use D2L for class correspondence or kathie.erdman@sdstate.edu if D2L is down
Phone: 605-688-6296 (office/Brookings), 605-359-4127 (mobile/Sioux Falls)
Skype Name: Kathie.Erdman
Writing Intensive – GS 490 Seminar

Required Texts: None. Required readings will be posted in course content. We will also utilize research websites and Briggs Library online for this course.

Recommended Resource: This is an advanced writing course, so students are expected to write at a high level using APA or MLA format. All students should have a style manual to assist in proofreading and formatting papers, particularly the citation of sources. I recommend using the St. Martin’s Handbook that is required for Engl 201 Composition II (if you still have it). You will also find information on writing style on the Briggs Library website. Main areas that will be evaluated are the citation of sources and format for references, quotations, and ability to paraphrase appropriately from sources.

Course Description: This course meets the Board of Regent’s Advanced Writing Goal: “Students will build upon the concepts learned in courses covering SGR Goal #1 and refine their skills through research and writing in a discipline-specific context.”

Student Learning Outcomes:
1. Learners will read extensively and respond critically in written discourse, research and organize what is known about a topic; articulate a position and advance it using evidence from primary and secondary sources.
2. Learners will use a style manual; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations.
3. Learners will evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.
4. Learners will present the results of research or projects.
5. Learners will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and professional goals.
6. Learners will evaluate the importance of lifelong learning.

IDEA Objectives (used with Standardized Teaching Evaluations):

Essential
1. IDEA #3. Learning to apply course material to improve thinking, problem solving, and decisions. [link to SLO 2 & 4]
2. IDEA #8. Developing skill in expressing myself orally or in writing. [link to SLO 2, 3 & 5]

Important
1. IDEA #10. Developing a clearer understanding of and commitment to personal values. [link to SLO 1 & 2]
2. IDEA #11. Learning to analyze and critically evaluate ideas, arguments, and points of view. [link to SLO 3, 4 & 5]

Course Format: This course meets entirely in D2L and via other online tools for consults/presentations. The class format includes online readings, discussions, research & writing assignments, a presentation and individual self-reflection exercises. Students should expect to spend 10-15 hours per week on this class including the reading, individual activities, and research/writing time. Actual time required will vary depending upon each individual’s skills and writing/learning styles.

Participation Expectations & Timelines: Students will have some flexibility to determine which learning activities are most relevant to achieve course goals. However, some structure exists to ensure learning outcomes are able to be met with sufficient time on task. In this course, four assignments are required to receive a C or higher in the course: BGS Position Paper, Professional Portfolio, Research Paper, and Presentation. Suggested due dates are provided for the required writing assignments, but these may be submitted or resubmitted without late penalties until the final class day. Supporting assignments are provided for each major assignment and participation is optional. Presentations and all supporting assignments (i.e., discussions, consults and drafts) must be completed as scheduled. Please study the schedule and grading information carefully to determine your goals and time management plan for the semester.

Required Sessions, Consults & Presentation: Students are not expected to be online or in discussion groups at any particular time of day, but students should plan to log in twice a week to keep abreast of upcoming assignments and any changes in the schedule. Discussions will be open for posts only during the time specified on the schedule. They will be open for viewing reference after posts close. Consults will be arranged on an individual basis to accommodate work schedules and may be done on campus, at the Sioux Falls Center, via phone or Skype. Please indicate your preferred mode of consultation when scheduling. We will develop a schedule for presentations early in the course.

Midterm Deficiency Notices: Notices will be sent to students who have not submitted required work by midterm or who have not logged into the course for an extended time.

Late Policy: As noted in the participation expectations section above, the three required writing assignments have suggested deadlines but may be submitted without late penalty up to the last class day. Discussions, drafts, presentations, worksheets and consults must be completed in the timeframe specified. No make up work or extra credit will be granted. Please consult as needed to clarify expectations and to aid in developing the writing assignments.

Time Management: After reviewing the course overview and information in D2L, I suggest developing your personal time management plan for the semester. You may find less time required for some parts of the course, more during other times. Also, consider other commitments in your life and plan ahead for those “crunch” times. Please communicate with the instructor if you are struggling with your time management or encounter unexpected situations that impact your ability to meet deadlines.

Withdrawals: Sometimes a change in circumstances prohibits a student from continuing as expected in a course. It is advisable to visit with the professor and your academic advisor before dropping this required course as other options may exist. If a withdrawal is deemed necessary, the student is responsible for completing the withdrawal process on WebAdvisor or through the Records & Registration Office by the required deadline.

Written Assignments: All writing assignments will be submitted to the D2L dropbox and automatically screened through TurnItIn, an academic integrity/plagiarism detection tool. Drafts are considered learning experiences, but final submissions are expected to achieve an originality report of 25% lower, excluding the reference list. All writing assignments should follow an established professional writing format. The two most
Writing Intensive – GS 490 Seminar

commonly used are either the Publication Manual of the American Psychological Association (6th Ed.) or the MLA Handbook for Writers of Research Papers (7th ed.). The St. Martin’s Handbook (used in Engl 201, Composition II) provides examples of both styles. Use the one with which you are most familiar.

Academic Integrity: Students are expected to maintain high standards of academic integrity in all work for this course. Students are expected to do their own assigned work. If it is determined that a student has engaged in any form of academic dishonesty, he or she may be given an “F” for that assignment. Obvious plagiarism or extreme lapses in integrity may warrant review by the student conduct committee with a maximum penalty of expulsion from the university. See SDSU’s student conduct code for further details. In addition, all required writing assignments will be screened for academic integrity.

Policy on Incompletes: The grade of “I” (incomplete) is given at the sole discretion of the instructor and in recognition of the fact that an exceptional circumstance had prevented a student, who has completed a major part of the work in the course, from completing all the work in that course by semester’s end. Exceptional circumstances are those situations that are not a foreseeable part of living such as injury accidents, sudden prolonged illness, etc. Requests for Incompletes must be accompanied by documentation of the circumstance. If an Incomplete is deemed appropriate, a completion contract must be developed with instructor approval prior to the end of the course. After one term, the I grade will be changed to the letter grade earned.

Accommodations for Students with Disabilities: If you feel like you may need an accommodation based on the impact of a documented disability, contact the Office of Disability Services in a timely manner to discuss your specific needs. You can reach Disability Services at 605-688-4504 or in the Student Union Room 065. Ms. Nancy Crooks will assist with coordinating reasonable accommodations for students with documented disabilities.

Academic Freedom and Responsibility Policy Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If a student remains unsatisfied, the student may contact the department head and/or college which offers the class to initiate a review of the evaluation.

Grading Scale: The final grade is determined by a two-prong test.

1. Average rubric score on four required assignments: BGS Position Paper, Research Paper, Professional Portfolio, Final Presentation. The four required assignments must average 70% or higher to earn a grade of C or higher. No points are awarded for these, and no grade will be issued if any of the three writing assignments are missing. A missed presentation will reduce the final course grade one letter grade.

2. Supporting activities. Those wishing to earn a B or A have the option of participating in additional activities such as discussion forums, writing workshops, drafts, consultations and worksheets that provide opportunity to explore ideas and develop skills needed for required assignments. Points are awarded for these additional activities which are available only during specified time periods. They may not be made up or replaced later in the term. A total of 250 additional points are possible with optional activities.

Assessment of Student Learning Outcomes: Both formative and summative assessment methods are used to assist students in developing skills prior to final evaluation. Formative assessment is provided through drafts, writing workshops, individual consultations, and dropbox assignments in addition to the summative assessments noted in the table below. See the schedule for a complete list of assessments and due dates.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Related Goal(s)</th>
<th>Assessment Method</th>
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<tbody>
<tr>
<td>1. Learners will read extensively and respond critically in written discourse, research and organize what is known about a topic; articulate a position and advance it using evidence from primary and secondary sources.</td>
<td>Advanced Writing</td>
<td>BGS Position Paper, Research Paper, Discussion Forums: BGS Programs, Peer Review</td>
</tr>
<tr>
<td>2. Learners will use a style manual; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations.</td>
<td>Advanced Writing</td>
<td>Research Paper, Discussion Forum: Peer Review</td>
</tr>
<tr>
<td>3. Learners will evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</td>
<td>Advanced Writing</td>
<td>Research Paper, Presentation, Discussion Forums: Peer Review</td>
</tr>
<tr>
<td>4. Learners will present the results of research or projects.</td>
<td>Advanced Writing</td>
<td>Research Paper, Presentation</td>
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<tr>
<td>5. Learners will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and</td>
<td>Program, Course</td>
<td>Research Paper, Portfolio, Discussion Forums: BGS Programs, Making Career Moves</td>
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Writing Intensive – GS 490 Seminar

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<tr>
<th>Professional Goals</th>
<th>Program, Course</th>
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<td>• Exit Interview</td>
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<td>• Portfolio</td>
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<tr>
<td>• Discussion Forums: Making Career Moves, Letter to the Next Capstone Class</td>
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<tr>
<td>• Exit Interview</td>
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**Assessment Procedures:** Rubrics are used to evaluate summative assessments (discussions, required writing assignments, the presentation). All rubrics are linked from the course homepage and related D2L dropboxes. Formative assessments (i.e., workshops, consultations, worksheets) are evaluated based upon timeliness, level of engagement with the group/process, and thoroughness. Written drafts are evaluated 50% on timeliness and 50% on the related rubric.

**Suggested Schedule:** The schedule below provides the recommended progression to maintain an even pace each week. The course is divided into three sections, each of which concludes with a required assignment. The course begins by exploring the background of General Studies programs. The second section allows you to research a topic relevant to the emphasis areas in your program. The concluding section delves into how you may transfer your knowledge/skills into various career pathways.

<table>
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<tr>
<th>Date Range</th>
<th>Content Module</th>
<th>Required Graded Activities in Bold</th>
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<tbody>
<tr>
<td>Aug 26 – Sep 3</td>
<td>Course Overview &amp; Introductions</td>
<td>Discussion: Intro &amp; Intentions (10 pts)</td>
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<tr>
<td>Sep 3 - 15</td>
<td>The Origins &amp; Value of General Studies Programs</td>
<td>Discussion: BGS Programs (20 pts)</td>
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<tr>
<td>Sep 16 - 29</td>
<td>Introduction to the Research Paper</td>
<td>Dropbox: BGS Position Paper (70% required)</td>
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<td>Sep 30 – Oct 6</td>
<td>Writing the Problem Statement &amp; Introduction</td>
<td>Dropbox: Library Worksheet (25 pts)</td>
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<tr>
<td>Oct 7 - 20</td>
<td>Reviewing &amp; Presenting Scholarly Work</td>
<td>Initial Consult with Dr. B by Oct 27 (25 pts)</td>
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<tr>
<td>Oct 21 - 27</td>
<td>Drawing Conclusions &amp; Expressing Data-Driven Recommendations</td>
<td>Discussion: Peer Review (30 pts)</td>
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<tr>
<td>Oct 28 – Nov 11</td>
<td>Presentations &amp; Exit Interviews</td>
<td>*Research Paper Presentation (70% required)</td>
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<tr>
<td>Nov 12 - 17</td>
<td>Writing &amp; Editing the Final Paper</td>
<td>*Dropbox: Research Paper (70% required)</td>
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<tr>
<td>Nov 18 - 26</td>
<td>What Can I Do with a BSG Degree?</td>
<td>Discussion: Making Career Moves (20 pts)</td>
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<tr>
<td>Nov 30 – Dec 2</td>
<td>Developing a Basic Portfolio</td>
<td>Discussion: Resume/Portfolio Workshop (25 pts)</td>
</tr>
<tr>
<td>Dec 3 - 10</td>
<td>Writing the Portfolio</td>
<td>*Dropbox: Professional Portfolio (70% required)</td>
</tr>
<tr>
<td>Dec 12 - 18</td>
<td>Finals Week</td>
<td>All required work due Dec. 18</td>
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*The BGS Position Paper, Professional Portfolio & Research Paper/Presentation must be satisfactorily completed to fulfill the exit interview and advanced writing requirements for graduation. No grade will be issued if any of the required writing assignments are missing.

**System Graduation Requirement (SGR) Course Review (including SGR #7, Advanced Writing and Globalization)**

Faculty Self-Report Form (8.13)

**Directions:**
1. Complete this form for each course you are submitting for review.
2. Attach one copy of the proposed syllabus for the course. Please follow the SDSU/SDBOR guidelines for syllabi found on Inside State.
3. Department Head (Electronic signature indicates approval)

**Due:** October 14, 2013 to (Doug Malo), Chair, Academic Affairs Committee, Chair of General Education Review Sub-committee and to the Office of Academic Affairs. (E-mail copy is required. (Douglass.Malo@sdstate.edu and SDSU.Curriculum.Catalog@sdstate.edu).
Please send to both email addresses.

SGR Goal ___ #7, Information Literacy ___X_ Advanced Writing _____ Globalization

1. Course prefix, number, and title: GS 490 Seminar
2. Number of Credits: 3
3. Faculty member’s name, department, college: Dr. Kathie Erdman Becker, College of Arts and Sciences
4. Department Head

(Electronic signature indicates approval)
<table>
<thead>
<tr>
<th>GOAL(S) AND STUDENT LEARNING OUTCOMES (SLOS) MET (LIST ONLY THOSE GOALS AND STUDENT LEARNING OUTCOMES MET BY THE COURSE)</th>
<th>ARE THE GOAL(S) AND STUDENT LEARNING OUTCOMES INCLUDED ON THE SYLLABUS? (YES/NO)</th>
<th>DO THE MEASURABLE ASSESSMENT METHODS INCLUDED MEASURE THE SLOS LISTED? (YES/NO)</th>
<th>LIST ASSESSMENT TOOLS AND HOW THEY DEMONSTRATE STUDENT PERFORMANCE RELATED TO EACH STUDENT LEARNING OUTCOME+</th>
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</thead>
<tbody>
<tr>
<td>Goal as listed in the most current SDSU Bulletin (catalog) (e.g., Advanced Writing)</td>
<td>YES</td>
<td></td>
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</tr>
<tr>
<td>List all SLOs for the Goal met by this course</td>
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<tr>
<td>Learners will read extensively and respond critically in written discourse, research and organize what is known about a topic; articulate a position and advance it using evidence from primary and secondary sources.</td>
<td>YES</td>
<td>W, D</td>
<td>Early in the course, a position paper is written after researching the history of BGS programs. Later an in-depth research paper is written requiring 15 scholarly sources. The research paper includes a peer review process.</td>
</tr>
<tr>
<td>Learners will use a style manual; avoid plagiarism by adhering to the rules for paraphrasing, summarizing, and the use of quotations.</td>
<td>YES</td>
<td>W, D</td>
<td>Students are required to adhere to MLA or APA guidelines for all writing assignments.</td>
</tr>
<tr>
<td>Learners will evaluate sources critically, both print and electronic, discern the strength of evidence and arguments, determine credibility, and identify potential bias and overall quality.</td>
<td>YES</td>
<td>W, D</td>
<td>Students comment on these issues in the peer review process and include an analysis of the literature in the research paper.</td>
</tr>
<tr>
<td>Learners will present the results of research or projects.</td>
<td>YES</td>
<td>W, S</td>
<td>The research paper is presented orally and in written form.</td>
</tr>
<tr>
<td>Learners will discuss and explain how focus areas in the General Studies program work together to provide a strong educational base for their life and professional goals.</td>
<td>YES</td>
<td>W, D, P</td>
<td>The research paper requires students to explain how the selected topic/problem is relevant to their three BGS emphasis areas. The portfolio requires a personal statement describing how the academic experience relates to personal or professional goals.</td>
</tr>
<tr>
<td>Learners will evaluate the importance of lifelong learning.</td>
<td>YES</td>
<td>W, D</td>
<td>The portfolio and discussion forums require students to articulate goals for continued growth via formal or experiential learning. Final assignment is a letter of reflection and advice to the next capstone class.</td>
</tr>
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</table>

+ P = portfolio  
T = tests/exams  
C = clinical field demonstration  
D = group discussion  
S = speech or presentation  
L = lab skill demonstration  
W = written assignment (research paper, reaction paper, creative writing, etc.)  
E = performance (music, theatre, forensics)  
V = visual arts/design studio work  
O = Other, please specify