Guide to Proposing an INQ 110 Intellectual Inquiry

**Overview**  
INQ 110 should build student skills in critical thinking, critical reading, and writing. The course should also help high school students become college students by teaching about the expectations of a college classroom. While every INQ 110 has a topic, the course is focused first on building skills, not content knowledge of the topic.

**Topic Selection**  
Any discipline, and almost any topic, can work for INQ 110. The topic should be

* Engaging for 18-year-olds. The instructor should find the topic interesting and engaging, but student engagement is far more important than connection to a faculty member’s research and teaching specialties.
* Amenable to development of critical reading and thinking skills. Appropriate readings (books, articles, etc.) need to be accessible and interesting for the students.
* Not content/fact heavy. Of course, we must have content, but its role is largely to engage students and support the skill development. As a rule of thumb, the instructor should cut 50% of the content volume for an INQ 110 when compared to the content volume for an introductory course that is primarily content focused.

**Critical Reading & Critical Thinking**  
High school students generally have much less experience with these skills than college professors would like. For this reason, INQ 110 must teach these skills rather than assume them.

* Teach students how to read the materials you are requiring them to read. Lacking your guidance, students approach all written material as if it were a blog post because that is what they have the most experience reading. Students should know how to read scholarly articles, secondary sources, popular press, novels, etc. Teach them to read the materials you require.
* If your readings include data, statistics, graphs, maps, charts and similar representations, teach students how to read and interpret this material.
* Teach students how to annotate or take notes on a reading. Teach them that highlighting extensively is nearly useless. Processing the reading is required.
* Teach students how to process what they read, connect it to prior knowledge, interrogate the arguments, etc.
* Require students to practice these skills repeatedly and give them feedback for improvement.
* Consider use of undrafted writing to process readings (some call these homework, reflections, jottings, etc.)
* The course schedule/syllabus should clearly show how these skills are being taught and practiced.

**Writing**  
INQ 110 lays the foundation for writing instruction at the college. All other courses at the college should build on this foundation.

* Help all students improve their writing through practice and feedback for improvement. Do not assume that all students will be good writers when they finish INQ 110.
* Require students to write early and often. Use a mix of formal and informal writing.
* Provide frequent feedback for improvement. It is counterproductive and too time-consuming to mark every error on every piece of student writing. Focus on providing a few pieces of the most important feedback.
* Emphasize the writing process.
* Writing process must show in the course schedule/syllabus (ideas/drafts/revisions)
* Incorporate time for feedback through paper conferences, paper workshops, and peer review. It is fine to cancel one class meeting to provide extra time for writing conferences.
* Regular attention to writing challenges/components must show in the course schedule/syllabus (thesis, support, organization, audience, purpose, style, correctness of grammar & punctuation, etc.)
* Incorporation of source materials and citation standards must be taught
* One library instruction session must be included
* Consider structuring writing assignments to become increasingly challenging and/or scaffold skills
* Even if you do not care about “similarity ratings” it provides, please require students to turn in one paper via Turnitin and teach them about similarity ratings. Later courses assume this knowledge.
* Require a research paper or research assignment such as an annotated bibliography.
* Require at least 30 pages of writing, not counting draft pages.
* Require at least 3 papers that each have one or more drafts before the final.
* Formal papers should not be particularly long. We want practice and feedback, not length. Typically, faculty assign several papers in the 3-4 page length and a longer one of perhaps 5-6 pages. The total page count exceeds 30 pages through undrafted/informal writing done to process readings or course concepts.
* The Writing Rubric can be found at <https://www.roanoke.edu/inside/a-z_index/intellectual_inquiry/inq_faculty_resources>

**Tests and quizzes**  
Tests and quizzes are not required, but are allowed if instructors wish to use them. A final exam is NOT required for INQ 110. You can make the final paper due during the exam period.

**Learning Outcomes**  
All INQ 110 sections share these learning outcomes. You must put them in your syllabus. You may supplement these with additional LOs specific to your content or goals. You may rephrase the common LOs if you ensure that you do not lose their essence.

1. Students will be able to read, discuss, and write about college-level academic texts and ideas.
2. Students will be able to use a process of drafting to write papers that have clear theses, cogent argumentation, proper use of evidence, effective organization, and a minimum of sentence-level errors.
3. Students will be able to use library and other resources to find, evaluate, and synthesize information from multiple sources and use this information in support of a research question.

**Summary of items to include in your syllabus**

* Your section description
* The common learning outcomes for INQ 110 (earlier in this document)
* All of the stuff required in any syllabus, see <https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals_and_syllabi>
* A detailed daily schedule that includes
  + Readings with some indication of length
  + Due dates for paper drafts and final drafts
  + Due dates or notations of other assignments students will complete
  + Indication of feedback processes dates such as conference day, peer review, or workshop dates
  + Indication of writing topics being covered and when
  + Indication of how critical reading/thinking is being taught and when
  + Library instruction day (see Piper Cumbo)

**INQ 110 Course Proposal Form** rev Mar 2018

Please delete any Guidelines pages and save just the Proposal pages as a separate document. This proposal form and the course syllabus are then uploaded at <https://www.roanoke.edu/inside/a-z_index/academic_affairs/faculty_information/course_proposals_and_syllabi>

1. **Name of person completing this form**: Click here to enter text.
2. **Section Title:** Click here to enter text.
3. **Section description for the COL including questions to be addressed in the course. Students are the primary audience for this description. Do not include details so specific that they are likely to change from year to year.** **Maximum length = 150 words.**  
   Click here to enter text.
4. **Anticipated instructor(s):** Click here to enter text.

**Specific requirements of INQ 110**

1. **Characterize the types of readings required (e.g. scholarly articles, secondary texts, popular press, etc.) Address their accessibility to first-year students and their suitability to support the development of critical reading and thinking skills.**

Click or tap here to enter text.

1. **Describe how you teach students to read the sorts of materials you require (e.g. scholarly articles, novels, etc.). Describe how students will process readings, and how you will provide feedback to students on these skills.**

Click or tap here to enter text.

1. **List the formal papers you require. For each, give a one-sentence description, the approximate length, and the number of drafts (prior to the final draft) required. Be sure due dates for drafts and final papers show on your syllabus schedule.**

Click or tap here to enter text.

1. **Describe how and how often you spend class time teaching writing skills and process. What topics have you chosen to include and how do these relate to assignments?**

Click or tap here to enter text.

1. **How many total pages of writing will students do? Count final draft pages from formal papers along with informal or undrafted writings. (At least 30 pages is required.)**

Click or tap here to enter text.

1. **How will you teach students the skills of incorporating source material into their writing? How will you teach citation format?**

Click or tap here to enter text.

1. **A library instruction session is required. Where in your schedule do you plan for this, and how is it related to an assignment?**

Click or tap here to enter text.

1. **What is your research paper or research assignment?**

Click or tap here to enter text.

**Global requirement—complete this section only if you are requesting Global Designation**

1. **Which Global Perspective learning outcome will this course address?**

Choose an item.

1. **Describe assignments and pedagogies that help students develop the analysis skills needed for the specific the learning outcome you chose. Be specific in your description and the placement of these assignments in the course schedule. BE SURE THAT THESE ASSIGNMENTS SHOW IN YOUR SYLLABUS.**

Click here to enter text.

1. **Describe the assignment that will be used in this course that will allow the faculty member to assess this learning outcome.**

Click here to enter text.