Guide to Proposing an INQ 120 Intellectual Inquiry

**Overview**  
INQ 120 should build on the skills of critical thinking, critical reading, and writing that were introduced in INQ 110. The course must introduce some traditions of ethical thought, provide practice in ethical reasoning, and teach students how to create and deliver effective oral presentations. While every INQ 120 has a topic, the course is focused first on building skills, not content knowledge of the topic.

**Topic Selection**  
Any discipline can work for INQ 120. The topic should be

* An ethical topic or issue
* 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, critical thinking, and ethical reasoning 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 120 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 120 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. Over the course of their education, students should learn how to read scholarly articles, secondary sources, popular press, novels, etc. Teach them to read the materials you require.
* 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 them an approach that makes sense for your sources and topics.
* 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.)

**Writing**  
INQ 120 continues to lay the foundation for writing instruction that was begun in INQ 110. 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 INQ 110 made them good writers.
* Require students to write early and often. Use a mix of formal and informal writing.
* If your papers require the incorporation of source material, teach them (again) how to do this and how to properly cite sources. Those are two different, though related, skills. Do not assume they remember this from INQ 110.
* INQ 120 does not require a research paper, but if your students are using the ideas, data, or words of others, they need citations. Instructors need to teach them how to do this.
* Provide feedback for improvement.
* Require at least one paper that has one or more drafts before the final.

**Ethical reasoning & Traditions of Thought**

* Introduce students to several traditions of thought appropriate for the course topic. We do not dictate the number or types.
* Assignments should give students practice
  + Explaining an ethical position
  + Applying an ethical position to a concrete example
  + Evaluation an ethical position
* Instructors will use a rubric to assess the three components of ethical reasoning above, so you will need assignments where they practice and then where you assess from a common rubric. Rubrics can be found at <https://www.roanoke.edu/inside/a-z_index/intellectual_inquiry/inq_faculty_resources>

**Oral presentations**

* Teach students how to give a good oral presentation including content development, organization, and delivery
* We have a website with material for you and your students on good oral presentations: <https://www.roanoke.edu/oralpresentations> . Feel free to use information from this site for your class.
* Keep presentations short, e.g. 3-5 minutes. Focus on quality, not length.
* Include at least two oral presentations. You will rubric score the second one. Rubrics 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 120. Many instructors have the final oral presentations during the exam period.

**Learning Outcomes**  
All INQ 120 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 formulate and evaluate arguments about ethical positions.
2. Students will be able to describe connections between the course topic and broader traditions of critical reflections on the good life.
3. Students will be able to give an effective oral presentation.
4. Students will be able to write a paper with a clear thesis, cogent argumentation, effective organization, and a minimum of sentence-level errors.

For Global Perspective courses:

1. One or both of these outcomes
   1. Analyze selected issues or events by applying cultural frames of reference or perspectives.
   2. Analyze selected issues or events in terms of global interconnections and interdependencies

**Does your course meet the Global Requirement?**

You can request that GEC designate your course as meeting the Global requirement at the time you propose it or at a later date.

Each Global Perspective course must

1. Address at least one of the global learning outcomes:
   1. Analyze selected issues or events by applying cultural frames of reference or perspectives.
   2. Analyze selected issues or events in terms of global interconnections and interdependencies
2. Include global content from at least one country outside the United States, and
3. Devote at least 50% of course time or assignments to topics supporting the global focus. Global interconnections and interdependencies assume an anthropocentric context, i.e., focus on ways humans affect or are affected by such global interconnections and interdependencies.

**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
  + Indication of assignments or time focused on critical reading
  + Due dates for paper draft and final draft
  + Due dates or indications of other assignments students will complete
  + Indication of feedback processes for at least one paper (e.g., dates such as conference day, peer review, or workshop dates)
  + Indication of instruction in oral communication
  + Dates for presentations, indication of length and format
  + Indication of instruction in ethical traditions & ethical reasoning
  + Indication of assignment(s) to be used to assess ethical reasoning

**INQ 120 Course Proposal Form** rev March 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 a central question or 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 120**

1. **How will you help students develop the critical reading skills needed for the sort of readings you will assign?**

Click or tap here to enter text.

1. **Which traditions of ethical thought will you introduce to students and how?**

Click or tap here to enter text.

1. **Students must explain, analyze, and apply ethical arguments in the course. How will you give them practice in these skills? What assignment or assignments will you use to asses these skills on the common rubric?**

Click here to enter text.

1. **How will you teach oral presentation skills?**

Click or tap here to enter text.

1. **Two oral presentations are required. Describe the number, types, and length of oral presentations that students will deliver in this class.**

Click here to enter text.

1. **Describe the amount and type of writing students will do.**

Click here to enter text.

1. **Feel free to add any additional information or comments you would like to share with GEC.**

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.