.Fall 2024 Gen Ed: Communicating Through Writing (Current SU Course)

Course with Import Required

# General Catalog Information 

**NOTE:**  **Use this proposal to make a change to an existing course's General Education designation. *Non-substantive***

**changes to the course title, description, or course content can also be made if necessary.**

**If it is found at any point during the approval process that substantive changes are being made to the course, the proposal will be routed to the Undergraduate Curriculum Committee after the Dean's approval before it can be**

**considered for General Education.**

In order to meet the standard for SU’s Communicating Through Writing general education requirement, the course must meet the Code of Maryland Regulations (COMAR) standard of “One course in English composition, completed with a grade of C- or better.”

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a change is being requested. Writing in N/A is not necessary.
2. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
3. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

### CURRICULUM DEADLINES

**March 1, 2023** - Submission Deadline for Fall 2024 Communicating Through Writing Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

**Course Prefix\* Course Number\***

**Course Title\***

**Course Title for GullNet (Limited to 30 Characters)**

*\*Required if part of the Course Change is changing the original title.*

**Course Description\***

**Will this impact a teacher education course/ program?\***

Yes No

**Will this impact a secondary education or P12 course / program? \***

Yes No

**# of Credits\***

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Grading**

*If this course will be graded as P/F, S/U, IP/Graded, please indicate that above. If regular, please leave blank.*

**Activity Code\***

*Please choose the activity code that best fits your course. Note: If the activity code is not being impacted by this change please use the previous designated activity code.*

**Met General Education Prior to Fall 2024**

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Rationale - Rationale must include sound justification as to why this course meets the requirements for the Communicating Through Writing requirement. \***

### ADVISORY SUBCOMMITTEE'S NOTES

**EXPANDED DEFINITION -** Communicating Through Writing courses explore the process of composing expository texts in response to specific contexts, audiences, and situations; it introduces and guides students through a process of effective critical and rhetorical reading and research, including finding, selecting, and evaluating a range of information types; in turn, this reading and research supports the

inclusion and use of evidence in composed texts. In other words, a CTW course guides students through the primary learning goal of experiencing how to compose texts – with necessary attention to stages of the writing process, including invention, drafting, receiving and providing feedback, revision, and copyediting. A workshop-style approach should be taken for such central writing practices. The focus of the course is on this integrated knowledge of composing, reading, and finding and evaluating texts, rather than learning or applying foundational knowledge on a chosen topic.

### CATEGORY-SPECIFIC MATERIALS/RESPONSES:

Many courses will use skills related to Effective Reading, Written Communication, and Information Literacy to help students explore projects and topics in those fields. When determining if a course is a “CW” course, the proposer should consider whether the foundation or center of the course is on the process of learning about and how to apply these general, academic research and writing skills. The primary focus should be on the student’s skills and processes (e.g. a workshop like approach should be used to guide student practice).

We wish to caution proposers who may propose a course around a topic/theme for ‘writing about’ especially if that theme/topic could overtake the primary purpose of the course’s focus: learning to communicate via general academic writing expectations. In particular, we believe that faculty proposing a CW course should carefully consider whether the goal and focus of the course is on the students’ improvement in writing, reading, and research, or if the goals of the course perhaps better align with FYS (which includes Written Communication as an outcome). A course that would fall under the purview of a FYS focuses on exploring an issue or topic in a concerted fashion. A FYS course includes “Academic preparation, skills and expectations for educational and professional success through exploration of a topic or issue.”

Current Courses that Reflect these goals and processes: English 103 (Composition & Research) AND Honors 111 (Composition & Research)

Current Courses that, while they use substantial writing, do not reflect these goals: Writing about Film, Business Writing, Technical Communication, Science Writing

### PART I: STUDENT LEARNING OUTCOMES

Each Student Learning Outcome (SLO) assigned to the Communicating Through Writing requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). If more information regarding the SLO is needed, details can be found in Appendix C of the online catalog.

### #1 EFFECTIVE READING

Students will be able to:

extrapolate ideas from writing

apply reading strategies to different learning purposes

**How will students demonstrate that they have achieved the EFFECTIVE READING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the EFFECTIVE READING Student Learning Outcome (200-500 words)?\***

**Students will be able to extrapolate ideas from writing**. Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessment\***

**Students will be able to apply reading strategies to different learning purposes**. Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assignments\***

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the EFFECTIVE READING Student Learning Outcome.

### #2 INFORMATION LITERACY

Students will be able to:

decide the range and scope of needed information access information effectively

evaluate information critically and ethically

use information effectively to accomplish specific purposes use information ethically

**How will students demonstrate that they have achieved the INFORMATION LITERACY Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the INFORMATION LITERACY Student Learning Outcome and explain how (200-500 words)?\*\***

**Students will decide the range and scope of needed information.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will evaluate information critically.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will tie information to specific purposes.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments\***

**Students will evaluate the ethical use of information.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will access information effectively.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Attached\***

Attached are detailed assessment tools, materials, and/or reports related to the INFORMATION LITERACY Student Learning Outcome.

### #3 WRITTEN COMMUNICATION

Students will be able to:

express themselves through writing appropriately for different purposes, audiences, and situations compare and understand different styles of writing

connect evidence to claims in multiple writing assignments effectively apply strategies to revise and improve writing

**How will students demonstrate that they have achieved the WRITTEN COMMUNICATION Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the WRITTEN COMMUNICATION Student Learning Outcome and explain how (200-500 words)?\*\***

**Students will express themselves through writing appropriate for different purposes, audiences, and situations.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will compare and understand different styles of writing.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

**Students will connect evidence to claims in multiple writing assignments.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments \***

**Students will effectively apply strategies to revise and improve writing**. Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

**Attached\***

Attached are detailed assessment tools, materials, and/or reports related to the WRITTEN COMMUNICATION Student Learning Outcome.

### PART III: PEDAGOGY & APPROACH

In an expanded bullet list form, answer each of the questions below.

**Show that the course has instruction in writing as its primary emphasis, includes a full semester (or equivalent) of weekly writing assignments, and includes primarily multi-draft (major) writing assignments.\***

**What strategies does the course use to require substantial original composition over the course of the semester, including directed revision following careful evaluation?\***

**What strategies does the course use to develop students as critical readers, able to extract information effectively and to construct meaning (via interpretation and analysis) of secondary texts?\***

**How does the course encourage students to use knowledge of reading strategies and the needs of the reader, to guide writing choices? How does the course encourage students to learn about how texts’ structures support reading for specific purposes, and how to imagine and create texts’ structures that support their own purposes? (also known as, reading like a writer)\***

**What iterative strategies does the course use to ensure that students learn necessary information literacy skills, such as the evaluation of both popular and scholarly sources?\***

**What opportunities does the course offer for guiding students in an appropriate process of engaging in research on a topic, which requires the use of navigating library databases as well as internet research?\***

## IMPACT REPORT

**Impacted Curriculum:** Indicate all current majors, programs, tracks, minors and/or courses for which this course change impacts the curriculum.

**Run an Impact Report: Click the ‘run impact report’ icon in the top left corner, choose the 2023-2024 Undergraduate & Graduate Catalog, click generate report, and paste the results in the field below.**

**If the report pulls no results, place 'N/A' in the field below.**

Changes to prefix, number and/or title will occur throughout the catalog/curriculum without further approval processes.

**Note**: Changes beyond course prefix, number and/or title require Change to Minor Proposals and/or Change to Major, Program

or Track Proposals i f the course is a requ irement. Those proposals should be initiated by the department that houses the major

or minor. Please communicate with the Department Chair of the need for additional proposals.

**Impact Report Results\***

## Attachments and Acknowledgments

Please attach any required files by navigating to the Proposal Toolbox and clicking

in the top right corner.

**Attached\***

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs, a course schedule, course goals, grading, and assessment.

Example prompts and rubrics for all major assignments.

If updates to this course will have an impact on another department, attach your communication with the department chair.

**Acknowledge\***

I understand that this course is subject to institution-wide general education assessment.