Directions for Proposing a CW course:

The Proposal will answer the following questions that show:
- Suitability of course to the proposed General Education category (Part 1);
- How the course meets the SLOs (Part II);
- Any additional specific areas responding to the nature of the course (Part III).

As you begin this process of creating your proposal, we suggest that you carefully review the following information:
1) An expanded definition of CW courses (p. 2)
2) An expanded description of the SLOs required of CW courses (p. 3)
    a. You will need to complete a chart that shows how activities and assessments from your course respond to various aspects of each SLO.
    b. Please review the example on p. 5
3) Review the rubrics that the committee will use to evaluate your proposal (p.11)

The Proposal will also be accompanied by a Syllabus & Course Schedule; an Appendix of additional Course materials that demonstrate SLOs, course content appropriate to the CW focus, etc. may be included as needed (and as evidence for the described answers provided in SECTIONS A-C narratives).

> All proposals must be submitted by email **with all related documents combined into one file and with the file title indicating the course subject acronym, the course number, and the GE area status requested** (ENGL_103_CW); please number all pages consecutively.

Communicating through Writing Courses . . .

CW 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 CW 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.

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	Current Courses that, while they use substantial writing, do not reflect these goals
English 103 (Composition & Research)	Writing about Film
Honors 111 (Composition & Research)	Business Writing
	Technical Communication
	Science Writing
** Currently, the above are the only courses offered that fulfill COMAR requirements at SU; however, additional courses could be proposed that would reflect the goals laid out in this proposal. **	

Definitions for SLOs required for a Communicating through Writing course

SLO	A. Written Communication
University definition	Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted
Elements	Students will be able to:
A1	Express themselves through writing appropriate for different purposes, audiences, and situations
A2	Compare and understand different styles of writing
A3	Connect evidence to claims in multiple writing assignments
A4	Effectively apply strategies to revise and improve writing

SLO	B. Effective Reading
University definition	Students will be able to extract and construct meaning by interacting with written language.
Elements	Students will be able to:
B1	extrapolate ideas from writing
B2	apply reading strategies to different learning purposes

SLO	C. Information Literacy
University definition	Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
Elements	Students will be able to:
C1	Decide the range and scope of needed information
C2	Evaluate information critically
C3	Tie information to specific purposes
C4	Evaluate the ethical use of information
C5	Access information effectively

Communicating through Writing (CW) Proposal Application

Name of Submitter and Department: _____   Course Instructor: _____
Course Name and Number: _____   Semester to be Offered:_____

PART I: GENERAL APPROPRIATENESS OF COURSE
Directions: In complete sentences, please respond to the following questions. Please limit your answers to 300 words.

1. In what ways does this course fit the goals and expectations of general education? Is it open to all students with no pre-requisites?

2. Does the course build from more informal/simple assignments to more formal and complex projects, providing students the opportunity to acclimate to the goals and expectations of a general education course (and as fitting, for a course with no prerequisites)?

For questions 3-4, refer to the definition of CW given on p.2.

3. Why is this course appropriate for **Communicating through Writing (CW)** category (defined above) in terms of content?

4. Briefly define and describe the primary **mode of inquiry** as defined by the course's area of study while discussing students' application of it. Explain how this primary mode of inquiry is responsive to the Elaboration provided for the General Education category of **CW.**

5. Has the course passed through the appropriate departmental approval process and the department will ensure that faculty teaching the course have appropriate expertise and will teach the course in a manner reflective of the materials submitted here? (*You may attach a letter showing departmental support in your appendix*)
Y/N

PART II: REQUIRED SLOs
For Questions 6-7 (Part II), please provide a paragraph (200-500 words) that describes your rationale for how the SLO is addressed in the course activities and assessments.

6) What activities and assessments will help your students achieve the SLO – **A. Written Communication.**

7) What activities and assessments will help your students achieve the SLO – **B. Effective Reading**

8) What activities and assessments will help your students achieve the SLO – **C. Information Literacy**

After you've answered Questions 6-8 in paragraphs, please fill in the charts (See page 6.) that will track the activities and assessments related to each SLO. As you fill in the chart, you should reference your appendix materials (syllabi, assignment prompts, example activity directions, etc.). **See an italicized, hypothetical example in the chart.**

Example:

B.2. Effective Reading			
Students will be able to:	**Course Activities**	**Course Assessments**	**Committee Comments**
1. Comprehend a range of writing styles/genres			
2. Extrapolate ideas from reading	• *Wednesday 2/2 (course schedule; in- class modeling)* • *Friday 2/4 (in-class collaborative activity)* • *reading discussions throughout semester (see syllabus)*	• *2/2: in-class (informal)* • *2/4: in-class (informal)* • *Homework assignments: 2/7, 2/12, 3/15 and …* *Major assignments that require this skill include: Evaluating of source use in unit 1 paper (see rubric); unit 2 projects: ABP and RAP (see rubrics)*	*Students will be guided in this practice multiple times, and in both informal and formal assessments.* *Students are iteratively walked through processes of critically reading different texts; reading for different purposes and how this connects to what readers pull out of texts.*

The above example shows how a proposal would address the course activities (both emphasizing days from the course schedule, as well as the kinds of activities that students will engage in); likewise, the assessments listed show both minor assessments (informal days in class), but also homework assignments, as well as drawing attention to major assignments where the practice will support the task as a whole. For this latter work, the rubric for evaluation that is appended as part of example assignments, shows how this practice is emphasized to/with students.

The committee will make comments in the third (left hand column); the proposer should leave this column blank.

B1. Written Communication			
Students will be able to:	**Course Activities**	**Course Assignments**	**Committee notes**
1.Express themselves through writing appropriate for different purposes, audiences, and situations			
2. Compare and understand different styles of writing			
3. Connect evidence to claims in multiple writing assignments			
4. Effectively apply strategies to revise and improve writing			

B.2. Effective Reading			
Students will be able to:	**Course Activities**	**Course Assessments**	**Committee Comments**
1. Extrapolate ideas from reading			
2. Apply reading strategies to different learning purposes			

B3. Information Literacy			
Students will be able to:	**Course Activities**	**Course Assessments**	**Committee Comments**
1. Decide the range and scope of needed information			
2. Evaluate information critically			
3. Tie information to specific purposes			
4. Evaluate the ethical use of information			
5. Access information effectively			

PART III: CW WRITING PEDAGOGY & APPROACH QUESTIONS

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

1) 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.

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

3) 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?

4) 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)

5) 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?

6) 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?

PART IV: APPENDIX OF MATERIALS:
- *Please attach a draft syllabus to your application that includes a course schedule (which should show topics, readings, in-class activities, and assignments) as well as course goals, grading and assessments.*
- *Please provide an example prompt and rubric for all major assignments in the course.*

Rubric for Evaluation   [COMMITTEE USE ONLY]

Please do not fill in this rubric; it will be used by the committee to determine how well the proposed course meets the course criteria, using the syllabus and narratives provided by the faculty member.

A: Suitability of the course for the General Education Area:			
	Meets Standards	Needs Revision	Committee Comments
1. Fits General Education	Prepares students to write for multiple audiences & situations. No department or major emphasized.		
2. Builds from simple to complex, with appropriate feedback	Students have low-stakes and consistent feedback appropriate to open-context course.		
3. Content appropriate for CW	Course focuses on the process of composing expository texts.		
4. Approach/Methods appropriate for CW	the mode of inquiry and chosen content of the course is appropriate for a CW course based upon the expanded definition		
5. Department approval present	Is present		

Part II. Does the Course Meet Standards for the Required SLOs?			
	Meets Standards	Needs Revision	Committee Comments
A. Written Communication	Students will compose different genres of academic writing, using evidence to bolster claims, and taking drafts of major assignments through significant revision. Activities and assignments allow students to examine different writing styles and modes of expression.		
B. Effective Reading	Students will identify comprehension strategies while reading texts;		

	Students will practice reading for different purposes		
	Students will identify how the text structures support their reading for specific purposes.		
C. Information Literacy	Students complete projects (i.e., a formal expository writing assignment) where they must determine appropriate information to find, select, and use for their argumentative purposes.		

C. CW specific Questions			
	Meets Standards	Needs Revision	Committee Comments
1. Weekly and longer projects	Students write often and constantly, both on small and major assignments.		
2. Directed revision following evaluation	There is a clearly scaffolded, multi-draft process for each major assignment; Drafts will be revised, and students will be guided through extensive revision		
3. Analysis and synthesis,	Students will demonstrate the ability to write analytically, which involves the writer separating a text into its elements or parts and engaging in a careful examination of those details.		
	Students will demonstrate the synthesizing of several assigned readings or sources to address an issue or reveal what is known on a subject (e.g., a literature review or a report). The focus is on how the information fts together to lead to conclusions or an overview of the subject.		

	The students will articulate the deliberate decisions made as they work through the writing process when writing formal papers (e.g., writer's memos).		
4. Development of critical reading ability	Students will articulate and demonstrate their development of being able to read critically (e.g., annotations and writer's memos).		
5. Iterative IL/evaluation of sources	Students will identity high-quality, credible sources and describe methods to evaluate sources for credibility and bias.		
6. Library databases & and other database/search resources	Students will demonstrate how to select pertinent and reliable sources from library and other database/search resources		