

Appendix E: Communicating through Writing Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Communicating through Writing category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Communicating through Writing category.
 - i. Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
 - ii. Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; and use information ethically and effectively to accomplish a specific purpose.
 - iii. Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
 - b. Communicating through Writing category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Effective Reading	Extrapolate ideas from writing
	Apply reading strategies to different learning purposes
Information Literacy	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
Written Communication	Express themselves through writing appropriate 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

COURSE SUBMISSION REQUIREMENTS

Box 1: Communicating through Writing (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. An 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
Note: 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.	

Communicating through Writing Category-Specific Materials/Responses:

In addition to the minimum required materials, the syllabus should include a course schedule (which should show topics, readings, in-class activities, and assignments) as well as course goals, grading, and assessments. Provide an example prompt and rubric for all major assignments in the course.

Part 1. General Appropriateness of the Course

In complete sentences, answer the following questions (300-word limit).

1. In what ways does this course fit the goals and expectations of General Education? Is it open to all students with no prerequisites?
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)?
3. Why is this course appropriate for Communicating through Writing category (defined above in Box 1) 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 (Box 1 above).

Part 2. CW Required SLOs

Provide a paragraph (200-500 words per SLO) that describes your rationale for how the SLO is addressed in the course activities and assessments.

1. What activities and assessments will help your students achieve the SLO – Written Communication?
2. What activities and assessments will help your students achieve the SLO – Effective Reading?
3. What activities and assessments will help your students achieve the SLO – Information Literacy?

Fill in the CW SLO category charts to track the activities and assessments related to each SLO. In the chart, include reference to your included course proposal materials (syllabi, assignment prompts, example activity directions, etc.). **An italicized, hypothetical example is provided.**

Note: This table is provided here for planning purposes. The second two columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

SLO: Written Communication			
Students will be able to:	Course Activities	Course Assignments	Committee Notes (For Committee Use Only)
Express themselves through writing appropriate 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			

SLO: Effective Reading			
Students will be able to:	Course Activities	Course Assessments	Committee Notes (For Committee Use Only)
Extrapolate ideas from reading			
Apply reading strategies to different learning purposes			

SLO: Information Literacy

Students will be able to:	Course Activities	Course Assessments	Committee Notes (For Committee Use Only)
Decide the range and scope of needed information			
Evaluate information critically			
Tie information to specific purposes			
Evaluate the ethical use of information			
Access information effectively			

Part 3. CW Writing Pedagogy and Approach Questions

In an expanded bullet form, answer the following questions.

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?

Example Part 2 Chart:

SLO: Effective Reading			
Students will be able to:	Course Activities	Course Assessments	Committee notes (For Committee Use Only)
Comprehend a range of writing styles/genres			
Extrapolate ideas from reading	<ul style="list-style-type: none"> · Wednesday 2/2 (course schedule; in-class modeling) · Friday 2/4 (in-class collaborative activity) · reading discussions throughout semester (see syllabus) 	<ul style="list-style-type: none"> · Wednesday 2/2: in-class (informal) · Friday 2/4: in-class (informal) · Homework assignments: 2/7, 2/12, 3/15 and ... <p><u>Major assignments</u> that require this skill include: Evaluating of source use in unit 1 paper (see rubric); unit 2 projects: ABP and RAP (see rubrics)</p>	<p>Students will be guided in this practice multiple times, and in both informal and formal assessments.</p> <p>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.</p>

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.

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Communicating through Writing. Each rubric connects to the submission parts above.

A submission is deemed as meeting a suitable threshold when there is evidence to satisfy all elements in the CW Course Evaluation Rubric.

Part 1: General Appropriateness of the Course:			
	Meets Standards	Needs Revision	Committee Comments
1. Fits General Education	Prepares students to write for multiple audiences and 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.		

Part 2. Does the Course Meet Standards for the CW Required SLOs?			
	Meets Standards	Needs Revision	Committee Comments
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.		
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.		
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.		

Part 3. 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 fits 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 identify 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		

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Communicating through Writing.
- Suggested revisions to meet Communicating through Writing requirements: