

Writing Emphasis Courses in General Education

Definition:

Use effective written, verbal, and visual communication to increase knowledge and understanding of a given subject, stimulate an intellectual or emotional response, or promote change in a listener, reader, or observer.

Outcome: Students will effectively communicate in verbal, written, or visual form.

General Education courses with a writing emphasis should show that they explicitly teach the act of writing by dedicating class time to composition and providing both feedback and opportunities for revision on written assignments.

✓	Syllabus Requirements
<input type="checkbox"/>	Include at least one writing-specific CSLO
<input type="checkbox"/>	Align CSLOs to ILO 1 – Effective Written, Verbal, and Visual Communication
<input type="checkbox"/>	Include a schedule of scaffolded writing activities and assignments that are integrated into the course and appropriately sequenced throughout the semester
<input type="checkbox"/>	Indicate that constructive feedback will be given on at least one major assignment, requiring students to revise their work
<input type="checkbox"/>	Dedicate adequate class-time for writing instruction
<input type="checkbox"/>	Incorporate reflection assignments showing personal growth through writing
<input type="checkbox"/>	Measure writing through assessments, such as responses, textual analyses, summaries, reviews/critiques, personal essays, expository/argumentative essays, research papers, or creative writing projects
<input type="checkbox"/>	Assign at least 50% of the grade to writing
<input type="checkbox"/>	In the approval process, submit at least one example of a writing assignment and explain how it will be assessed using the University Writing Rubric

Examples of CSLOs that cover writing:

- Create clear and concise reports
- Summarize newspaper articles, short stories, books, videos, films, or scholarly papers
- Differentiate between and analyze rhetorical aims and objectives in written texts
- Formulate a clear, sophisticated thesis, and demonstrate organization and rhetorical structure to support and communicate that thesis
- Apply research skills in the collection, evaluation, and integration of secondary source material
- Use evidence to support positions/arguments in an essay.
- Employ structural conventions in different writing situations, such as purpose, audience awareness, tone, organization, paragraphing, and formatting.
- Produce writing that reflects a multi-stage process of composition and revision
- Deploy appropriate Academic English, grammar, usage, mechanics, and punctuation.

Written Communication Rubric

	Level 4	Level 3	Level 2	Level 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.