**General Education Upper-Division Written Communication Requirement**

Course Content Evaluation Form

Department/Program and Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to assess whether the subject matter of the course satisfies the General Education Upper-Division Written Communication requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

**Note:** You are encouraged to consult with the Program for Writing and Rhetoric (pwr@colorado.edu) before submitting a course nomination for an Upper Division writing course to ensure that the course meets the requirements listed below.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program(s) and submit only one form.

The content of courses accepted for Gen Ed Upper-Division Written Communication credit must be consistent with the Written Communication requirement described in Appendix C of the Proposed New Arts & Sciences Core Curriculum (submitted for vote 4 May 2016; approved by faculty September 2016), which states:

*In fulfilling this requirement, students hone their communication skills by writing for various purposes (informing, instructing, persuading) and audiences (academic, civic, professional). They learn to design their message ethically and effectively using appropriate evidence and technologies.*

Specifically, in courses that satisfy the Upper-Division Written Communication requirement students apply the rhetorical elements of **purpose, audience,** and **context** to investigate and practice writing using disciplinary language, forms, and genres. Upper-division writing courses emphasize the application of students’ disciplinary knowledge to a variety of writing situations, adjusting content, format, style and language conventions to accomplish specific purposes and communicate with specific audiences.

By the end of the course, students will:

* demonstrate **specialized** **rhetorical knowledge** through composing texts in a variety of disciplinary forms and genres for specific audiences and purposes
* **argue persuasively and with evidence,** using discipline-specific forms and genres to present ideas and information
* demonstrate enhanced **critical reading** skills
* refine and reflect on their **writing process**
* demonstrate specialized **information literacy** through applying research to disciplinary questions/issues
* apply **language conventions** appropriately, including format, documentation, spelling, grammar, and punctuation.

The following questions request information that will help the evaluation committee assess the fit between the curriculum of the nominated course and the Writing Requirement described above. If one or more questions below are irrelevant for the course in question, please write "not applicable." Please refer directly to the provided syllabus, where appropriate, to indicate how the Writing Requirement goals will be achieved. ***The expectation is that*** ***nearly every response below will refer to the syllabus.***

1. **Specialized Rhetorical Knowledge.** The committee identifies specialized rhetorical knowledge as the attendance to questions of purpose, audience, and context within disciplinary writing situations. Students develop this type of knowledge by adapting content, format, style, and language conventions to the needs of various stakeholders using appropriate genres/forms.

1.1 How does your course teach students to understand and then apply the categories of purpose, audience and context within discipline-specific writing situations?

1.2 In what genres/forms are students expected to write and how do these genres/forms contribute to students achieving the course learning goals?

1. **Argumentation.** In **upper-division** writing, this category focuses on persuasively presenting ideas and information in discipline-specific forms and genres, using appropriate evidence to support claims and reasons and critically assessing previous ideas and facts.

2.1 What disciplinary forms and genres of argumentation are assigned in your course?

2.2 How do these assignments help students understand persuasive writing practices common to this discipline?

2.3 What activities/assignments require that students explore and respond to multiple points of view on an issue?

1. **Critical Reading.** The committee defines critical reading as understanding how and why content, style, structure and language conventions vary across texts. **Upper-division** writing courses emphasize the application of disciplinary knowledge to reading, synthesizing, interpreting, and evaluating sources in relation to discipline-specific questions and issues.

3.1 What type of reading does this course include? How are students asked to apply the reading to disciplinary questions/issues?

3.2 How are the readings integrated into class time?

1. **Writing Process and Revision**. The committee defines process and revision as the variety of resources and practices (e.g., peer reviews, reverse outlines, drafts, proofreading, instructor feedback, etc.) used to generate ideas, draft, hone, and edit a piece of writing holistically (the entire piece) as well as at the paragraph and sentence levels. In **upper-division** writing, students should investigate and use writing strategies appropriate to the course’s disciplinary focus, as well as reflect on the effectiveness of these strategies.

4.1 Discuss briefly some of the revision strategies (e.g., peer-reviews; rough and first drafts, proof-reading, etc.) students are required to use in this course and describe how these strategies help students understand writing practices within a particular discipline. Give a few examples of how these strategies working will help students improve their writing and achieve course objectives.

4.2 How are students asked to reflect on their writing practices? What activities and assignments ask students to explain how and why they make particular choices when they write?

1. **Specialized Information Literacy.** The committee defines information literacy as the set of integrated abilities involved in finding, evaluating, and citing information; thinking critically about how information is produced and circulated; and then using that information to create new knowledge and engage in critical inquiry. In **upper-division** writing, courses emphasize identifying the issues and stakeholders involved in a given conversation and the primary sources of information driving the conversation, as well as applying information to discipline-specific questions and issues by using research to support arguments and analyses.

5.1 What assignments ask students to find and use outside information within discipline-specific writing situations?

5.2 How are students introduced to discipline-specific research principles, practices, and resources?

5.3 What citations styles are taught and what assignments/activities give students practice with citation?

**Note:** The Curriculum committee recommends that faculty consult with UCB Libraries Teaching Learning Unit to develop and teach information literacy. Some of the resources that library faculty can provide are: tailored library seminars for students to introduce resources, assignment and activity design consultations for faculty, individual research consultations for students, and online guides for learning and documentation. For more information, see <http://www.colorado.edu/libraries/research/information-literacy> .

1. **Language Conventions.** At the **upper division,** the committee defines this category as crafting clear writing though the appropriate use of format, documentation, spelling, grammar, and punctuation.

6.1 What activities and assignments focus specifically on language conventions as related to the course’s disciplinary focus?

6.2 What resources support the teaching of language conventions? (For example, in-class lessons, instructor feedback, grammar handbooks, online resources/tutorials, etc.)

7. If this course is taught in multiple sections during the same semester or by different instructors in different semesters, explain what mechanisms the department/program has in place to ensure consistency across sections for meeting the objectives of the General Education requirements.

8. Please include the description from the current CU course catalog below:

**ASSESSMENT**

The **Upper-Division Writing** requirement must also include effective assessment. This category pertains to how the faculty member will assess progress throughout the duration of the semester.

1. The Curriculum committee strongly recommends that enrollment in writing courses be restricted to fewer than 20 students.  If you are proposing to offer a writing course with 20 or more students, please describe how you will provide meaningful feedback and individualized responses to the students' writing. Otherwise, write “not applicable.”
2. Effective writing assessment includes timely feedback offered at various stages of the writing process.

2.1 What kinds of **formative** feedback will be offered? (Formative feedback is ongoing feedback offered to students at various stages of the writing process to assist them with revising and improving their writing. For example, the use of grading rubrics, instructor comments on full and/or partial drafts, assignment-specific learning goals, peer review/comments, etc.)

2.2 What kinds of **summative** feedback will be offered? (Summative feedback is feedback offered on the final writing product that assesses the student’s level of success in relation to the course and assignment goals. For example, instructor comments, grading rubrics, etc.)

1. Exams and in-class quizzes **might** supplement the primary modes of assessment. If your course includes tests and quizzes as assessment tools, please explain how and why these are used in the process of teaching writing to your students.
2. The committee expects students in an upper-division writing course to complete at least 30 pages of graded writing. Such work might include, for example, the form of completed essays, in-class writing, abstracts, reports, proposals, evaluations, written commentary on peer writing, and exams. Describe how the course will meet this requirement; include brief descriptions of how assignments/activities included in Writing Process and Revision questions 4.1 and 4.2 in the previous section fit into the 30 pages of graded writing.

**SIGNATURES**

Course nominated by (faculty name typed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Box ; Phone: ; E-mail address:

Signature of nominator:

 ; Date: .

Signature of department chair or program director endorsing this course:

 ; Date: .

If course is cross-listed, signature of other department chair or program director:

 ; Date: .

Curriculum Committee:

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; Date: \_\_\_\_\_\_\_\_\_\_\_.