Request Form for General Education Certification:
Writing Requirement: (Please include a syllabus)

Faculty Member(s):
Course Number:
Course Name:
This Course is currently Listed in the Undergraduate Catalog  Yes____  No____
(If your answer is “No”, please explain the status with the curriculum committee)

Department of faculty member(s):

Course Description:

I. Explain how the proposed course satisfies the following Approval Criteria for Writing:
   1. Have as its primary purpose to teach academic writing.

   2. In courses approved to satisfy the First Year Writing Requirement:
      a. Students must generate a minimum of 20 pages of graded writing.
      b. Formal writing must make up at least 50% of the course grade.
      c. Formal papers requiring students to construct persuasive arguments, to analyze the arguments of others and to incorporate research material that includes persuasive evidence from experts must be included.
      d. Students must analyze and evaluate numerous examples of academic writing, will conduct library research, and will incorporate academic research materials in their papers.
e. Several opportunities for individual feedback by the instructor and revision by the student must be included. Course size should be no more than 20 students.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the writing requirement learning outcome, using the evidence and grading rubric for the respective outcome

Student Learning Outcome 1: Students articulate clear analytical theses. (List SLO 1 on syllabus.)

Student Learning Outcome 2: Students effectively situate their ideas in relation to sources. (List SLO 2 on syllabus.)

Student Learning Outcome 3: Students select and correctly document relevant and credible sources. (List SLO 3 on syllabus.)

Evidence: Research Analytical Essay

Standard At least 70% of students score 3 or 4 on rubric.

Rubric for SLO 1 and 2

<table>
<thead>
<tr>
<th>Dimension/Criterion</th>
<th>Below Expectations (1)</th>
<th>Needs Improvement (2)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Paper lacks a discernible thesis</td>
<td>Paper presents a clear thesis, yet this thesis makes no claim, is too broad, states an obvious fact, or is unrelated to the content of the paper</td>
<td>Paper presents a clear thesis that makes an analytical claim and generally reflects the content of the paper</td>
<td>Paper presents a clear thesis that makes an analytical claim, reflects the content of the paper, and states the significance of the writer’s ideas</td>
</tr>
<tr>
<td>Critical use of sources</td>
<td>Student rarely or never cites (e.g., quotes, paraphrases, or summarizes) credible and relevant sources to substantiate claims</td>
<td>Student cites credible and relevant sources without analyzing and situating them in relation to their own ideas</td>
<td>Student cites credible and relevant sources and attempts to analyze and situate them in relation to their own ideas</td>
<td>Student cites credible and relevant sources and consistently analyzes and situates them in relation to their own ideas</td>
</tr>
<tr>
<td>Documentation of sources</td>
<td>Documentation does not exist or is inconsistent</td>
<td>Documentation follows a consistent form but contains excessive errors</td>
<td>Documentation follows a consistent form but contains some errors</td>
<td>Documentation follows a consistent form and contains few to no errors</td>
</tr>
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</table>
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in…final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
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<tbody>
<tr>
<td>• Students construct persuasive arguments (persuasive arguments require focused theses, appropriate use and evaluation of evidence, effective organization, and control of syntax and mechanics).</td>
</tr>
<tr>
<td>• Students effectively evaluate sources and incorporate them with appropriate documentation into their own arguments.</td>
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</table>

These outcomes will be assessed on the **SHORT ESSAY #3 (you must specify which one!!!)**

**LATER IN THE SYLLABUS…**it should show the weight in the grade

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

- Homework and Discussion 10%
- Quizzes 10%
- **Short Essays (3, 2-3 pgs. each, in-class and take home)** 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: ________________