

# Summary for Category A4 Writing Proposal

Do you agree to provide the General Education Program and Assessment Committee with the appropriate student work product for assessment? The criteria for each SLO assessment are available on the [General Education Assessment Rubrics](#) website.

\_\_\_\_\_ Yes \_\_\_\_\_ No

## Rationale

Describe the course and how the course fits the category description and achieves the learning outcomes throughout the semester. The category description contains two distinct ideas in two sentences that the course must address.

a. **Category Description:**

*Courses in this category help students develop skills in reading and writing and include writing instruction and specific achievement guidelines and criteria.*

b. **SLOs:**

SLO 1: Communicate clearly and effectively in writing.

SLO 5: Demonstrate the ability to retrieve, interpret, and evaluate information

*\* Please indicate which objectives on the primary syllabus align with these objectives if the course does not have these specified SLOs above.*

## Guidelines

*Category A4 Writing courses have specific guidelines associated with them. This section asks the proposal to address specific elements in those guidelines. Please address the following questions directly related to the [Category A4 Writing Guidelines](#) on the General Education website.*

1. The guidelines state that 50% of the course grade and content are based on writing assignments. What is the percentage that this course devotes to writing assignments? You can indicate this by including your grade percentages here.
2. Do the writing assignments add up to 4,000-5,000 words (across at least two assignments)? Please list the assignments with word counts here, with a paragraph explaining the assignment (rough drafts cannot count towards the final word count). Examples of formal writing assignments may include research papers, analytical essays, position papers, theme papers, essay questions on exams, creative writing, lesson plans, lab reports, mathematical proofs, etc.
3. Which assignment(s) from # 2 are students allowed to revise? At least one formal writing assignment(s) revision is required. If all, just indicate that here.

4. Which of the formal written assignments is scaffolded throughout the semester? Make sure this is indicated clearly in the daily/weekly schedule in the first-day handout and the instructions given to the students.
5. What other informal writing assignments, if any, are used throughout the semester?
6. The guidelines specify that instructions related to the formal writing assignments is provided to students. Attach a sample of instructions that may be provided to students behind this sheet. If available, please also attach an evaluation sheet (or rubric) to this proposal.
7. Writing instruction is meant to be done throughout the semester, and classes are dedicated to this. In the required first-day handout, provide a detailed daily or weekly schedule that clearly shows where writing instruction is to be done in class throughout the course of the semester. This includes time for activities such as research, time with the library faculty, peer evaluation of papers, deadlines for rough drafts, etc.

## **Assessment**

What will be submitted for GEPAC's assessment of each SLO?

*\* Clearly explain the link between the assignment and the SLO. The same assignment can be used for both SLOs, but the link to each SLO must be explained. Remember that the material used for assessment may be graded or ungraded work. The required SLOs for this category are the following: **SLO 1 and SLO 5***

## **NOTE:**

Submit a Proposed Course Calendar/Sample First Day Hand-out following this sheet. Highlight the points in the course where students will engage with the specified creative works noted above. The General Education Program and Assessment Committee requires evidence of consistent and meaningful engagement with creative works throughout the semester, aligned with Category A4 Writing and SLOs included in the proposal.