TO: The Academic Senate

FROM: Committee on Instruction and Curriculum (CIC)

SUBJECT: 16-17 CIC 123: Learning Outcomes and Course Characteristics for Second-Tier Writing Courses Under Semesters

PURPOSE: Approval of the Academic Senate

ACTION REQUESTED: That the Senate approve these student learning outcomes and course characteristics for courses to meet second-tier graduation writing assessment requirement (GWAR) under semesters.

BACKGROUND INFORMATION:
During winter and spring quarters, the Writing Skills Subcommittee of CIC has been discussing student learning outcomes for both writing II and second-tier GWAR courses. At our meeting on April 24, we approved the policy and procedures for meeting GWAR under semesters, clarifying that writing II courses would be lower-division (cf. 16-17 CIC 88 revised) and that second-tier courses would be upper-division. The writing II SLOs with course characteristics are available on the GE websites. At our meeting on May 8, we unanimously approved the below recommendations for course characteristics and student learning outcomes for second-tier writing courses.

At its meeting on May 15, CIC voted unanimously to forward these recommendations to the Academic Senate.

PROPOSED POLICIES:

Upper-Division Writing Intensive Courses to Satisfy the GWAR

These courses, commonly referred to as "second-tier" courses, may be offered in any discipline. Departments that do not wish to develop writing intensive courses may direct their students to
the English department, where students will continue to receive instruction in upper-division writing appropriate for general academic purposes. Students must meet minimum requirements--receiving at least Developing Competence--before enrolling in the course.

Outcomes

**Students who complete these courses will be able to**

- analyze and synthesize information from a variety of sources, including published material that is cited according to the conventions of the discipline;
- recognize and understand the purpose of textual features, such as organization or structural elements commonly used in the field or profession;
- apply logical reasoning and key disciplinary concepts to the development of written texts;
- adapt language for specific audiences and purposes;
- revise writing in response to feedback in order to improve development, clarity, coherence, and correctness.

Course Characteristics

- upper-division, second-tier courses cannot be attempted until a student has received a score of “developing competence” on either the Writing Skills Test (WST) or first-tier portfolio assessment;
- instruction covers strategies for generating ideas, organizing information, and editing language;
- students have opportunities to revise multi-draft essays in response to feedback;
- students produce a minimum of 8,000 words, not including revisions, in a variety of assignments, occurring throughout the course not one final assignment at the end;
- courses enroll no more than 30 students.