

Directions for Proposing a CW course:

The Proposal will answer the following questions that show:

- Suitability of course to the proposed General Education category (Part 1);
- How the course meets the SLOs (Part II);
- Any additional specific areas responding to the nature of the course (Part III).

As you begin this process of creating your proposal, we suggest that you carefully review the following information:

- 1) An expanded definition of CW courses (p. 2)
- 2) An expanded description of the SLOs required of CW courses (p. 3)
 - a. You will need to complete a chart that shows how activities and assessments from your course respond to various aspects of each SLO.
 - b. Please review the example on p. 5
- 3) Review the rubrics that the committee will use to evaluate your proposal (p.11)

The Proposal will also be accompanied by a Syllabus & Course Schedule; an Appendix of additional Course materials that demonstrate SLOs, course content appropriate to the CW focus, etc. may be included as needed (and as evidence for the described answers provided in SECTIONS A-C narratives).

All proposals must be submitted by email **with all related documents combined into one file and with the file title indicating the course subject acronym, the course number, and the GE area status requested** (ENGL_103_CW); please number all pages consecutively.

Communicating through Writing (CW) Proposal Application

Name of Submitter and Department: _____

After you've answered Questions 6-8 in paragraphs,

PART III: CW WRITING PEDAGOGY & APPROACH QUESTIONS

In an expanded bullet list form, answer each of the questions below.

- 1) Show that the course has **instruction in writing** as its primary emphasis, includes a full semester (or equivalent) of weekly writing assignments, and includes primarily multi-draft (major) writing assignments.
- 2) What strategies does the course use to require substantial original composition over the course of the semester, including **directed revision following careful evaluation**?
- 3) What strategies does the course use to develop students as **critical readers**, able to extract

Rubric for Evaluation [COMMITTEE USE ONLY]

~~1. Fits General Education~~
~~2. Fits~~
~~3. Fits~~

~~4. Fits~~

~~5. Fits~~

A: Suitability of the course for the General Education Area:			
	Meets Standards	Needs Revision	Committee Comments
1. Fits General Education	Prepares students to write for multiple audiences & situations. No department or major emphasized.		

2.

	Students will practice reading for different purposes		
	Students will identify how the text structures support their reading for specific purposes.		

C. Information

	The students will articulate the deliberate decisions made as they work through the writing process when writing formal papers (e.g., writer's memos).		
4. Development of critical reading ability	Students will articulate and demonstrate their development of being able to read critically (e.g., annotations and writer's memos).		
5. Iterative IL/evaluation of sources	Students will identify high-quality, credible sources and describe methods to evaluate sources for credibility and bias.		
6. Library databases & and other database/search resources	Students will demonstrate how to select pertinent and reliable sources from library and other database/search resources		