

## Writing Intensive General Education Course Proposal

Thinking and Communicating Across the Curriculum (TCAC) is a QEP proposal that was accepted and funded assuming the QEP theme is accepted by SACS in April 2007.

The TCAC proposal addresses the QEP theme by recommending that undergraduate students pursuing a baccalaureate degree systematically develop increasingly sophisticated skills in written communication, oral communication, and critical and creative thinking by completing:

1. One writing intensive general education course in the second year following completion of ENG 102/105 or HON 102.
2. One communication intensive course in the student's major during the third year.
3. One communication intensive course in the student's major during the fourth year.

Assuming approval of the QEP theme, TCAC will recruit and train about 50 faculty members to teach the writing intensive general education course during the 2007 – 08 academic year. Interested faculty will receive \$3000 (\$1500 for professional development and \$1500 for a stipend) during the training year. The first sections of writing intensive general education courses will be scheduled during the 2008 – 09 academic year. Enrollment in sections of writing intensive general education courses will be limited to 25 students. Faculty will receive a one-course reduction in teaching load during the semester the course is initially offered and a one-course reduction in teaching load for every two sections instructed after the initial offering.

The TCAC Committee expects that only selected sections of some general education courses will be designated as writing intensive (WI) in the schedule of courses. Some general education courses may have no WI sections given the technology used to instruct the course. The Committee has developed the criteria for writing intensive courses, and these criteria appear below.

Since the QEP theme will not be approved until April, 2007, we are seeking conditional approval for requiring one writing intensive general education course from the General Education Committee, the Council on Academic Affairs, and the Faculty Senate.

The motion is:

**If SACS approves the QEP, then all baccalaureate students who matriculate Fall 2007 or after will successfully complete one writing intensive general education course following completion of ENG 102, ENG 105 or HON 102 and during the second year of their baccalaureate program. This requirement will not be implemented if SACS fails to approve the QEP.**

### **Writing Intensive Course Criteria:**

With respect to writing, courses eligible for program certification would meet the following general requirements:

- Writing is integral to course design (that is, the writing works to promote and evaluate learning of course content).
- Writing supports the QEP objective of enhanced critical and creative thinking. In addition to gathering, summarizing and reporting information, then, students will engage in the sorts of writing that inspire critical and creative thinking, e.g., application, analysis, synthesis, and evaluation or critique of information and/or ideas.
- Writing represents 30-50% of the course grade, depending on level and/or type of course (as outlined below).
- While at least half of the writing for the course should be formal (e.g., out-of-class papers with well-defined, discipline-appropriate purposes and audiences that have gone through a process of drafting, revising, and editing), informal writing is also expected. Informal writing includes, but is not limited to, in-class essay exams, journals, and reading responses.
- Writing assignments are consistent with the values and practices of the discipline represented by the course and invite students to practice the multiple forms or genres of writing that occur in that discipline (e.g., process reports/analyses, literature reviews, position papers, abstracts, etc.)
- Students are given opportunities to receive in-process feedback (e.g., via student - instructor conferences, peer review, instructor comments) on substantive writing issues (i.e., issues of purpose, audience, idea development, accuracy, tone, clarity of presentation) and to revise and edit their work to better meet the learning objectives of particular writing assignments.

Courses must also meet the following specific requirements:

- Typically, 200-level courses will dedicate a minimum of 30% of the course grade to written work; 300-level courses will dedicate a minimum of 40%; and 400-level courses will dedicate a minimum of 50%.
- For courses offered at the 300 and 400 levels, at least one formal written assignment should be individually authored and incorporate the results of discipline-specific inquiry/research.