

General Education Submission Form (continued)

G. Statement of Rationale:

Three Writing-Intensive or Speech-Intensive Courses

Certification Criteria Courses in the Writing or Speech Intensive GE area must include the following writing-intensive courses must also meet the following certification criteria:

The syllabus explicitly identifies the course as writing-intensive, and it clearly defines expectations for performance. Students are informed that their work will be evaluated for clarity and style * in addition to content.

1. The course requires sufficient writing: at least four papers totaling at least 16 pages. Writing is spread throughout the course in a sequence of related assignments rather than concentrated in a large paper at the end. These activities may include journal writing, 15-16 article reviews, essays, research papers, scientific lab reports, business reports and plans, lab abstracts, paper revision and editing assignments, peer reviewing and editing, etc.

2. The course provides significant writing instruction or includes a substantive assignment in which students submit at least one draft for comments from the professor and then revise the draft to take account of these comments. Rewrites are typically treated as 1/3 of the original. * Specifically, student should be graded on

- their ability to construct a clear central message that includes purposeful and inviting ideas, insightful arguments and reasons to accept these arguments, relevant and substantive supporting material, and various audience-centered appeals
- the organization of their messages, providing appropriately creative introductions, compelling and strategic structure, smooth transitions, and an effective conclusion
- their communication style, engaging their audiences with discipline-appropriate language use and artfully constructed sentences.

- Writing-Intensive Courses (concurrent with the Written Communication ILO)

SLO: Students will communicate in written form for a variety of purposes and audiences across the curriculum.

Course Activities:

Critical Reading Notes (CRN): This is a reading response paper that students are to submit prior to every class session. It is typically a page (single-spaced) in length and a professor evaluates it based on content (depth of reflection/insights), clarity, style, and grammar. Students will need to rewrite the first three CRNs (the first week) based on professor's comments/corrections. Repeated corrections on the same points in the subsequent weeks will lead to penalties. There are total 35 CRNs throughout the semester.

A Research Paper: each student is to submit a research paper of 8-10 pages (double-spaced) towards the end of the semester. The professor will guide students through each process of the writing: from coming up with a title and thesis statement, to working on a detailed outline (with arguments), and to writing a paper.

Sermon: each student is to write and deliver a sermon of 6-7 pages (double-spaced) towards the end of the semester. The professor will guide students through each process of the writing: from coming up with a biblical text, working on a detailed outline, drafting a manuscript, and finalizing a sermon.