

VII.B. GE Submission Guidelines

The following guidelines were originally approved by the ASC Committee on Curriculum and Instructions (CCI) in 2008, with revisions and additions made by the ASCC in 2012, 2014, and 2017.

VII.B.1. Writing and Communication

Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

Level One (1110)

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Level Two (2367)

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu
2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).
3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components. For (d) written assignments, specifically explain (1) how the students gain significant writing experiences and other related skills involving effective written and oral communication, (2) **how the syllabus includes opportunities for feedback on writing and revision**, and (3) how students are encouraged to develop information literacy.

The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For Writing and Communication Level One, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students communicate using the conventions of academic discourse.			
<u>ELO 2</u> Students can read critically and analytically.			

For **Writing and Communication Level Two**, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively</p>			
<p><u>ELO 2</u></p> <p>Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.</p>			
<p><u>ELO 3</u></p> <p>Students access and use information critically and analytically</p>			

***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format the “Assessment Report Requirements” in Appendix 11.

5. *For ASC units only:* If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major’s curriculum map, the updated map will need to be provided as well.

Level One

This is a freshman level course housed in the English Department and prerequisite to Level Two courses.

Level One course proposals *should also show* how the course will help students write grammatical, well-organized, and well-supported essays in a style appropriate to their purpose and audience.

The course must be kept to a size appropriate to the realization of the goals of college composition courses.

Level Two

The Second Writing Course is offered by departments from across the university, should be accessible to non-majors, and is expected to include content and writing pertaining to the United States. Completion of English 1110 (or equivalent) and sophomore standing (or above) are necessary prerequisites. Credit for the second writing course is not allowed to count for both the major and the GE requirement.

Proposals for **Level Two Courses** *should also address the following questions:*

- Does the course build on the fundamentals of the First Writing Course?
- How does the course incorporate topics and writings related to the United States?
- Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course?
- In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?