

Writing Courses

UCGE Proposal Criteria & Suggestions

The University of Idaho Faculty is invited to submit proposals for, or revisions to, the Written Communication requirement of the general education curriculum.

SBOE Guidelines for General Education Written Communication Courses:

Definition:

“Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.” Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Competency and Knowledge Objectives:

Upon completion of the Written Communication component of General Education, a student will be able to

1. Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.
2. Adopt strategies and genre that are appropriate to the rhetorical situation.
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
5. Address readers’ biases and assumptions with well-developed evidence-based reasoning.
6. Use appropriate conventions for integrating, citing, and documenting source material.
7. Read, interpret, and communicate key concepts in writing and rhetoric. Depending on placement, most students will need to complete two courses in Written Communication to achieve the above competencies and knowledge objectives.

Updated competencies approved by SBOE 10-21-2021

Proposals should consist of the following:

- **Instructor:** Name and title of instructor.
- **Course Outline and Description:** In one to two pages, describe the course and its objectives and provide a course outline/syllabus. Please include a list of likely materials and activities included in the course and discuss how the course emphasizes and measures five SBOE competencies (above). Identify a specific signature learning activity or assignment (e.g., test, exam, written paper, oral presentation, collaborative project, poster, etc.) of the course that directly emphasizes and is integrated with more than one of the SBOE competencies that will be used to gauge student achievement. The course syllabus should also be included in the course proposal packet to supplement this information.
- **Department Support:** A signature line indicating department support for the course.

For assistance with the course proposal, contact:

Dean Panttaja, Director of General Education and Assessment at panttaja@uidaho.edu
or visit the General Education, Resources for Faculty page at:

<https://www.uidaho.edu/academics/general-education/faculty-advisor-information/faculty>