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| Date: |  |

**Writing Ability (W) Course Proposal Form**

Undergraduate Curriculum Committee

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| Department Chair: |  |
| Email address: |  |
| Phone number: |  |
| Prefix, course #, course title: |  |

**A.** All W Ability designated courses must meet the following learning outcomes (See General Education Requirements of current Undergraduate University Catalog):

1. Students will produce quality prose writing in English, and
2. Students will demonstrate the ability to incorporate others’ ideas - from written and other sources - into their own discourse.

Please explain **how** your course meets these learning outcomes.

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| **B.** What is the desired implementation date? (e.g. “Fall 20XX”) |  |

**C.** All W Ability designated courses are required to have **at least** ⅓ of the course grade based on writing assignments. These assignments may relate to other general education abilities. Instructors are free to develop any effective assignments or assessment. Explain how at least ⅓ of your course grade is based on writing.

**D.** All W designated courses must provide a process by which students may revise at least some of their writing; instructors may determine their own guidelines and procedures for revision (how feedback is communicated, how much revision is permitted, how revision corresponds to grading, etc.) Please explain how your course meets this requirement of students revising their writing.

**E.** All W designated courses must include a discussion of correct documentation of resources. Please explain how your course meets this requirement of including citations.

**F.** All W designated courses must include a discussion of resource credibility and reliability specific to the discipline. Please explain how your course meets this requirement of assessing sources.

**G.** All W designated courses must include at least one writing assignment that requires students to find and utilize (via summary, paraphrase, or quotation) appropriate and credible sources in support of a valid and defendable thesis. Please explain how your course meets the requirement that students find and utilize appropriate and credible sources in support of a valid and defendable thesis.

**H.** Will this course fulfill other general education requirements? If so, please list them below.

(Up to three Abilities requirements (Quantitative Literacy, Reading and Writing); a single Breadth of Academic Experience category; the Global/Cultural Perspectives requirement; and/or the Personal Health & Wellness requirement)

**I.** All instructors of W ability courses are required to participate in the Writing Assessment as part of Heidelberg’s HLC Accreditation.

**J.** All proposals must be submitted by the Department Chair, who must provide a copy of the course syllabus, and sample writing prompts and instructions.

**How to Submit:** email as a .doc or .docx, or share on Google Drive with ucc@heidelberg.edu

**Appendix 1: Definition of Terms Used in Writing Ability Courses**

**Writing Ability (W):** All students must pass five Writing Ability courses and English 101 or the equivalent.

**Writing Ability:** In completing the Writing Ability requirements, students will:

1. produce quality prose writing in English, and
2. demonstrate the ability to incorporate others’ ideas—from written and other sources—into their own discourse.

**Definitions and Explanations:**

Quality Prose Writing in English**:** While specific definitions of these terms will vary from discipline to discipline, Heidelberg University considers “quality prose writing in English” to display competence in the following areas.

**1) Assignment/Rhetorical Awareness**: clearly address the requirements of an assignment and manifests a clear sense of audience and context, adapting structure, voice, sentence structure, and vocabulary to the demands of a particular writing situation (including genre, purpose, and audience).

**2) Critical Thinking:** uses critical thinking skills (identification, analysis and evaluation) to clearly state a reasonable thesis or position on a topic, developing and supporting that thesis or position fully and consistently with sufficient well-chosen reasons, examples, and evidence (providing pertinent documentation of sources used).

**3) Organization:** produces writing showing evidence of a well-thought-out organization; ideas are presented logically with clear connections between them.

**4) Surface-Level Writing/Grammar and Mechanics:**  produces prose that enhances the reader’s understanding of the author’s points and is generally free from errors in grammar, usage or mechanics.

5) **Incorporating Others’ Ideas:** details of using source materials will vary from discipline to discipline, all student writers must be able to locate relevant sources of information at an appropriate level and evaluate the credibility of that information.

**Appendix 2: Writing Ability Assessment Rubric**

**Instructions:** Ratings must be in whole numbers. Do not modify ratings based on class status.

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| **Quality Criteria** | **No/Limited Proficiency (1)** | **Some Proficiency (2)** | **Proficient (3)** | **Exceeds Proficiency (4)** | **Rating** |
| **Thesis**  **Student will develop thesis statement for purpose or intent of paper as a whole.** | ● flawed or missing thesis | ● inconsistent thesis  ● lack in focus | ● well defined thesis | ● thesis is creative and exciting |  |
| **Rhetorical Awareness/**  **Assignment**  **Student will appropriately address the writing prompt, have a clear sense of audience and account for references as well as their own intellectual contributions.** | ● neglects use of evidence  ● plagiarism is evident  ● inappropriate appeal to audience  ● does not address assignment expectations | ● overuse of quotations  ● Inappropriate and/or incorrect use of evidence and/or sources  ● lack of original thought  ● immature sense of audience  ● inconsistently addresses assignment expectations | ● variety of and appropriate evidence and/or sources used to support, extend, and inform the writer’s own development of ideas  ● clear sense of audience  ● meets assignment expectations | ● variety of and strong evidence and/or sources used to enhance writer’s development of own ideas  ● exceeds assignment expectations |  |
| **Organization**  **Student will produce well-developed and logically organized written academic work.** | ● unclear or inappropriate organization between or within paragraphs  ● abrupt or illogical shifts between or within paragraphs | ● emerging signs of logical organization and transitions | ● organization supports thesis and purpose  ● sequence of ideas is clear  ● effective transitions present | ● fully supports thesis and purpose  ● flow of ideas is interesting or captivating |  |
| **Grammar and Mechanics (surface-level writing)**  **Student will use syntax, grammar, and mechanics to achieve clarity in their writing.** | ● substantial segments of the writing too error-ridden to be comprehensible | ● writing errors throughout the paper  ● simplistic sentence structures | ● recurring writing errors present,  ● sentence structures are developed and varied | ● few or no errors  ● sophisticated or otherwise exceptional writing  ● skillfully communicates meaning |  |