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| 1 | Syllabus includes the following statement: **“This course fulfills the Baccalaureate Core requirement for the WIC category for students majoring in \_\_\_\_\_\_\_\_. It does so by ---.”** (Take 1-2 sentences to briefly make the connection between course content and/or approach of the course to the WIC learning outcomes.)  *Comments:* |  |
| 2 | Syllabus includes WIC learning outcomes **verbatim** and listed separately from course objectives. The outcomes are:   1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing. 2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline. 3. Demonstrate the ability to compose a document of at least 2,000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.   *Comments:* |  |
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| 3 | Syllabus includes a clear description to students how the WIC learning outcomes will be integrated with the course and assessed.Preferred format is a syllabus-visible table showing this information for each WIC outcome. Explain in detail, not just by listing assignments.  *Comments:* Outcome 1  Outcome 2  Outcome 3 |  |
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| 4 | Syllabus specifies how the course will promote critical thinking about course content and writing.  *Comments:* |  |
| 5 | Syllabus includes specified grading method. Grades for writing make up at least 30% of the overall course grade.  *Comments:* |  |
| 6 | Syllabus indicates that students working on formal writing assignments will be guided through the writing process, will have opportunities to receive feedback, and will have a reasonable time to revise drafts. Substantial revision is required, not optional.  *Comments:* |  |
| 7 | Course proposal includes a full syllabus and the handouts (i.e. written instructions) which students will receive for formal graded writing assignments. The assignments are clearly developed, indicating the purpose and task of the assignment, format, schedule (topic, drafts, peer review, final draft, etc.), and criteria for evaluation.  *Comments:* |  |
| 8 | Course proposal is specific about how students will be introduced to writing in the profession or the discipline.  *Comments:* |  |
| 9 | At least one formal assignment asks students to integrate information from more than one outside source and document the borrowed information according to the conventions of the discipline.  *Comments:* |  |
| 10 | Course proposal is specific about how the course will involve informal, ungraded or minimally graded writing-to-learn exercises throughout the term (e.g. brief in-class writing or reading response journals).  *Comments:* |  |
| 11 | The course requires at least 5000 words of writing (including drafts, in-class writing, informal papers, and polished papers); 2000 words of this total should be in a polished paper which the student has revised after receiving feedback and critique. If formal word count is divided between two papers, one paper must be at least 1250 words. Word counts are specifically addressed in the proposal (use the WIC word count table located at https://wic.oregonstate.edu/sites/wic.oregonstate.edu/files/wic\_word\_count\_table.docx).  *Comments:* |  |
| 12 | Individually written papers constitute at least 25% of the course grade. Team projects may be used in a WIC course, but students must also fulfill the WIC requirement for the overall amount of individual writing (see #11).  *Comments:* |  |
| 13 | The course is restricted to manageable size (no more than 25 students) and is at least 3 credit hours.  *Comments:* |  |

Sample Outcomes Table:

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| **WIC LEARNING OUTCOMES** | How this outcome will be demonstrated in the course. | How this outcome will be assessed in the course |
| 1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing. | Informal writing:  Formal writing: | Informal writing:  Formal writing: |
| 1. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline. |  |  |
| 1. Demonstrate the ability to compose a document of at least 2,000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft. |  |  |