Writing-Intensive (WI) Course Requirements

Purpose
The purpose of the Writing-Intensive course requirement is to ensure that students receive advanced instruction in writing, enabling them to build on the foundation of knowledge and skills they establish in English composition courses. Ideally, students will take Writing-Intensive courses in their major, minor or another area of interest, so that they can learn the conventions of the discipline while they continue to develop their general writing skills. Writing-Intensive courses do not merely require students to produce a large quantity of polished writing; they are designed to teach students how to write effectively. This happens by incorporating informal writing assignments, peer review, instructor feedback and opportunities for drafting and revision.

Student Outcomes
Students will be able to ...
1. communicate clearly and efficiently,
2. employ effective rhetorical strategies,
3. demonstrate understanding of appropriate conventions of language, and
4. generate depth and originality of thought through their writing.

Guidelines
1. The course requires both formal and informal writing. Formal Writing typically comprises final drafts of major projects that are graded for both content and adherence to conventions. Informal Writing typically comprises preliminary drafts (including preliminary drafts of Formal Writing projects), reflection papers, journals, in-class writing and other short assignments.
2. Formal Writing projects are developed in stages, with students receiving feedback on preliminary drafts before turning in final papers. Course enrollments are capped (25 maximum is recommended) to allow the instructor time to give thorough feedback and critique.
3. The cumulative grade for writing projects constitutes a substantial portion of the final grade for the course (25% or more is recommended). Students should complete at least 5,000 words (about 20 pages) of writing, counting both formal and informal assignments.
4. Students give and receive feedback from peers on their writing.
5. The instructor provides resources to help students become aware of writing conventions in the discipline (e.g., how to report primary research, how to organize a proposal to a client, which documentation format to follow).
6. Students are directed to the ARC for writing assistance, as needed. The instructor may also utilize a student assistant to help review drafts and coach students on their writing.

GEC May, 2012
Global and Multicultural Course Requirements

Purpose
Global and Multicultural Studies courses may fall at many points along the continuum between Global Studies and Multicultural Studies. The primary purposes of Global Studies courses are to enable students to better understand issues that shape politics, commerce, stewardship and other vital contemporary concerns on a global level. The primary purposes of Multicultural Studies courses are to equip students to interact more sensitively and effectively with people from other cultures, to challenge students to gain a critical understanding of their own culture and to foster in students an appreciation of both differences and universalities in human experience.

Student Outcomes
Although individual courses may vary in focus, scope and depth of study, all GMC designated offerings must incorporate the following goals:
1. To increase students’ knowledge of the political, scientific, cultural or socioeconomic interconnections between different cultures or nations.
2. To enable students to consider issues from multiple perspectives, to work more effectively with those who are different from them and to experience greater curiosity about and tolerance for others.
3. To prepare students to engage in civically and socially responsible activity for the welfare of all peoples.

Guidelines
1. In order to receive GMC designation, a course must include at least 40 clock hours of work relating to global and/or multicultural studies, as described in the Purpose and Outcomes sections. The 40 hours may include traditional classroom activity, homework and fieldwork.
2. Service-Learning projects present excellent opportunities for transformative educational experiences, particularly in Multi-Cultural studies. Therefore,
   a. Students and instructors may design independent studies and special topics courses that satisfy both the SL and GMC requirements simultaneously.
   b. Instructors are encouraged to incorporate Service-Learning projects and other fieldwork in courses that include GMC study.
   c. Instructors should follow the guidelines for Service-Learning courses (e.g., incorporating pre- and post-reading, writing and discussion with on-site experiences) in designing service experiences and other fieldwork for GMC courses.
3. Students may fulfill the GMC requirement by completing a course that receives a GMC designation.
4. Students may also fulfill the GMC requirement by taking one of the following:
   a. GMC-380 Special Topics (2-3) (This could be combined with SL-380.)*
   b. GMC-390 Self-directed Study (2) (This could be combined with SL-390.)*
   c. SL-370 Leadership Lab (2) (if the student’s project fulfills GMC guidelines)*
   d. Study Abroad
*If you are interested in teaching a GMC-380 Special Topics in Global/Multicultural Studies course or know of students who wish to take an GMC-390 Self-Directed Study in in Global/Multicultural Studies, follow the Syllabuses that have been developed for these courses.

GEC May, 2012
Service-Learning Course Requirements

Purpose:
Service-learning provides a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the student’s learning experience, teach civic responsibility, and strengthen communities.

Student Outcomes:
The student will:
1. meet recognized needs in the community (values development)
2. achieve course curricular objectives (academic development)
3. gain self knowledge and personal skills (cognitive and career development)
4. work with existing non-profit or service organizations (social development)
5. develop responsibility (personal and interpersonal development)
6. learn through reflection throughout the experience (personal development)

Guidelines:
Students may fulfill the SL requirement by taking SL 370, SL 380, SL 390, or by completing another course that receives SL designation. In order to receive SL designation, a course must meet the following criteria:
1. Connections must be made between service and academic discipline area. This may involve integration of content from course and/or engagement with texts that explores the context of the experience.
2. The course must provide for reflection to take place before, during and after the service-learning experience. This will include some form of reflection summary (paper or presentation) on the learnings gained from the experience.
3. The service-learning assignment(s) will count as a major assignment for the course (20% or more)
4. An SL prefix course (SL 370, SL 380, SL 390) will include at least 40-60 hours (depending on course credit) in the service-learning activity and related reflection.
5. Some SL courses may receive dual SL/GMC course designation if they also meet all GMC course criteria.

GEC May, 2012