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## gtPATHWAYS CONTENT: WRITTEN COMMUNICATION

- GT-CO1: Introductory Writing Course
- GT-CO2: Intermediate Writing Course
- GT-CO3: Advanced Writing Course

#### **State-level Goal:**

The general education requirement in written communication is designed to help students

- Develop the ability to use the English language effectively
- Read and listen critically
- Write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Communication sequence assumes that writing is a recursive process. Thus, the intermediate and advanced writing courses reinforce, deepen, and extend the content of their prerequisite courses.

In CO1 and CO2 courses, students learn how to summarize, analyze, and synthesize the ideas of others. In CO3 courses, students learn more sophisticated ways of communicating knowledge. The CO3 course allows for teaching writing in the context of a specific discipline.

Institutional core curricula and placement processes will direct students to fulfill the general education Communication requirement by either taking an introductory writing course (CO1) followed by an intermediate writing course (CO2) or an intermediate writing course (CO2) followed by an advanced writing course (CO3).

## Content Criteria for Designating a Written Communication Course as gtPathways:

The content of a gtPathways Written Communication course shall be designed to

Introductory Writing Course (GT-		Intermediate Writing Course		Advanced Writing Course (GT-CO3)	
CO1)		(GT-CO2)			
1.	Develop Rhetorical Knowledge	1.	Deepen Rhetorical	1.	Extend Rhetorical Knowledge
			Knowledge		
a.	Focus on rhetorical situation,			a.	Use texts from rhetoric, discourse
	audience, and purpose.	a.	Focus on rhetorical		studies, communication, or related
b.	Use voice, tone, format, and		situation, audience, and		disciplines to extend
	structure appropriately.		purpose.		understanding of rhetorical
c.	Write and read texts written in	b.	Use voice, tone, format,		concepts to the discipline that is
	at least one genre for an		and structure		the focus of the course.
	academic discourse		appropriately, deepening	b.	Develop sophisticated strategies

d. Learn reflective strategies.  relationships between form and content in writing.  c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.  d. Practice reflective strategies.  2. Develop Experience in Writing  a. Learn recursive strategies for generating ideas, revising, editing, and proofreading. b. Learn to critique one's own work and the work of others.  Develop Experience in Writing  a. Develop recursive strategies for generating ideas, revising, editing, and proofreading ideas, revising, editing, and proofreading or extensive, in-depth, and/or collaborative projects. b. Critique one's own and other's work.  3. Develop Application of  3. Develop Application of  3. Develop Application of  3. Develop Application of  3. Extend Application or or specialized discourse. c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communicate knowledge.  a proopriate audiences. d. Apply reflective strategies to the synthesis, communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communicate knowledge.  Apply reflective strategies for genetion of throwledge.  A proof reading communicate knowledge.  A proof reading communicate knowledge.  A proof readines.  B. A proof reading communicate knowledge.  C Extend Experi
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<ul><li>a. Select appropriate evidence.</li><li>b. Consider the relevance of evidence.</li></ul>	<ul><li>a. Select and evaluate appropriate sources and evidence.</li><li>b. Evaluate the relevance of sources to the research</li></ul>	<ul><li>a. Select, evaluate, and synthesize appropriate sources and evidence.</li><li>b. Use discipline-appropriate criteria to evaluate sources and evidence.</li></ul>
5 Dayslan Critical and	question.	5. Extend Critical and
5. Develop Critical and Creative Thinking	5. Deepen Critical and Creative Thinking	Creative Thinking
<ul><li>a. Identify context.</li><li>b. Present a position.</li><li>c. Establish a conclusion indicated by the context that expresses a personal interpretation.</li></ul>	<ul><li>a. Evaluate the relevance of context.</li><li>b. Synthesize other points of view within one's own position.</li><li>c. Reflect on the implications and consequences of the stated conclusion.</li></ul>	<ul> <li>a. Reflect on the implications and consequences of context.</li> <li>b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.</li> <li>c. Extend and complicate the consequences of the stated conclusion.</li> </ul>

# Competency Criteria for Designating a Written Communication Course as gtPathways:

All Introductory Writing (CO1), Intermediate Writing (CO2), and Advanced Writing (CO3) courses shall include:

• gtPathways competency in Written Communication, including student learning outcomes 1-5.

#### **Notes**

- Courses from any discipline may be nominated if a) the primary focus of instruction is writing and b) the above criteria are met.
- GT-CO3 courses may be lower-division or upper-division but must have GT-CO2 as a prerequisite.
- Maximum number of written communication credits that are guaranteed to transfer is 6 credit hours (GT-CO1 and GT-CO2 or GT-CO2 and GT-CO3).

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