



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:

- To develop the ability to use the English language effectively
- To read and listen critically
- To 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 a student 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-CO1)	Intermediate Writing Course (GT-CO2)	Advanced Writing Course (GT-CO3)
1. Develop rhetorical knowledge: a) Focus on rhetorical situation, audience, and purpose. b) Use voice, tone, format, and structure appropriately. c) Write and read texts written in at least one genre for an academic discourse community.	1. Deepen rhetorical knowledge: a) Focus on rhetorical situation, audience, and purpose. b) Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing. c) Write and read texts written	1. Extend rhetorical knowledge: a) Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course. b) Develop sophisticated strategies for critical analysis of disciplinary or specialized



	<p>in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.</p>	<p>discourse.</p> <p>c) Learn more sophisticated ways to communicate knowledge to appropriate audiences.</p> <p>d) "Apply reflective strategies to the synthesis and communication of knowledge.</p>
<p>2. Develop experience in writing processes:</p> <p>a) Use multiple drafts.</p> <p>b) Develop strategies for generating ideas, revising, editing, and proofreading.</p> <p>c) Learn to critique own and other's work.</p> <p>d) Use at least one technology (writing and research tool).</p>	<p>2. Deepen experience in writing processes:</p> <p>a) Use multiple drafts.</p> <p>b) Develop strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth and/or collaborative projects.</p> <p>c) Learn to critique own and other's work, including the work of professional writers and/or scholars.</p> <p>d) Use a variety of technologies (writing and research tools).</p> <p>e) Learn to evaluate sources for accuracy, relevance, credibility, reliability, and bias.</p>	<p>2. Extend experience in writing processes:</p> <p>a) Use multiple drafts.</p> <p>b) Hone strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.</p> <p>c) Learn to critique own and other's work.</p> <p>d) Use a variety of technologies (writing and research tools).</p> <p>e) Learn to evaluate sources for accuracy, relevance, credibility, reliability, and bias.</p>
<p>3. Develop understanding of writing conventions:</p> <p>a) Select appropriate format for different writing tasks.</p> <p>b) Apply genre conventions ranging from structure and paragraphing to tone and mechanics.</p> <p>c) Use specialized vocabulary, format, and documentation appropriately.</p> <p>d) Control features such as syntax, grammar, punctuation,</p>	<p>3. Deepen understanding of writing conventions.</p> <p>a) Select appropriate format for different writing tasks.</p> <p>b) Apply genre conventions ranging from structure and paragraphing to tone and mechanics to more extensive or in-depth writing projects.</p> <p>c) Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.</p>	<p>3. Extend mastery of writing conventions.</p> <p>a) Select and adapt genre conventions for disciplinary or specialized discourse.</p> <p>b) Use specialized vocabulary, format, and documentation appropriately.</p> <p>c) Control features such as style, syntax, grammar, punctuation, and spelling.</p>



and spelling.	d) Control features such as syntax, grammar, punctuation, and spelling in more extensive and/or in-depth writing projects.	
4. Demonstrate comprehension of content knowledge at the introductory level through effective communication strategies, including: a) Ability to compose a message for a specific audience and purpose. b) Ability to communicate to peers in academic audiences. c) Ability to adapt content and style to respond to the needs of peers in academic audiences and academic rhetorical situations.	4. Demonstrate comprehension of content knowledge at the intermediate level through effective communication strategies, including: a) Ability to compose a message for a specific audience and purpose. b) Ability to communicate to a variety of audiences or ability to communicate to an audience within a specific profession or discipline. c) Ability to adapt content and style to respond to the needs of different audiences and different rhetorical situations or ability to adapt content and style within a profession or discipline.	4. Demonstrate comprehension of content knowledge at the advanced level through effective communication strategies, including: a) Ability to compose messages for specific audiences and purposes. b) Ability to communicate to the variety of audiences in disciplinary or specialized discourse. c) Ability to adapt content and style to respond to the needs of different audiences and rhetorical situations in disciplinary or specialized discourse.

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 critical thinking.
- gtPathways competency in written communication (courses must meet all competency criteria)
- gtPathways competency in reading.

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).

Revised 12/11/07

Written Communication Content Learning Outcomes From April 2014 Fac2Fac Conference

Learning Outcomes 1: Rhetoric

Students should be able to:

- Respond to different kinds of rhetorical situations (purpose, audience, voice, tone, and level of formality)
- Identify and respond appropriately to different kinds of rhetorical situations (purpose, audience, voice, tone, and level of formality)
- Discuss how genres shape reading and writing
- Incorporate conventions of format and structure appropriate to the rhetorical situation.

Learning Outcome 2: Critical Thinking, Reading & Writing

Students should be able to:

- Use writing and reading for inquiry, learning, thinking, and communicating
- Evaluate, analyze, and synthesize appropriate primary and secondary sources,
- Integrate their own ideas with those of others
- Discuss the relationships among language, knowledge, and power

Learning Outcome 3: Process

Students should be able to:

- Utilize strategies to improve their writing through multiple drafts/multiple writing processes.
- Develop flexible strategies for generating, revising, editing, and proofreading through multiple drafts
- Collaborate in writing processes by learning to critically read and respond to one's own and others' work
- Evaluate and apply feedback on one's own writing

Learning Outcome 4: Knowledge of Conventions

Students should be able to:



COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

- Demonstrate tone, mechanics, and documentation in their writing
- Control surface features such as syntax, grammar, punctuation, and spelling in their writing
- Incorporate an array of writing conventions ranging from structure to paragraphing

Learning Outcome 5: Composing in Electronic Environments

Students should be able to:

- Employ a variety of technologies to address a range of audiences
- Use technology to compose, revise, and present their writing
- Analyze and/or produce visual, audio, and/or online texts

Learning Outcome 6: Information Literacy

Students should be able to:

- Define the scope of the research question, thesis, or main idea
- Select sources that directly relate to the main idea, key concepts or research question(s)
- Access information using effective, well-designed search strategies
- Access needed information by using appropriate and relevant sources
- Synthesize information from sources to fully achieve a specific purpose
- Apply appropriate documentation style