COLORADO
Colorado Commission on Higher Education
Department of Higher Education

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-CO1)	Intermediate Writing Course (GT-CO2)	Advanced Writing Course (GT-CO3)
1. Develop Rhetorical Knowledge	1. Deepen Rhetorical Knowledge	1. Extend Rhetorical Knowledge
a. Focus on rhetorical situation, audience, and purpose.		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. Read, annotate analyze texts in at least one genre for an academic discourse	a. Focus on rhetorical situation, audience, and purpose.	
c. Use voice, tone, format, and structure appropriately.	b. Use voice, tone, format, and structure appropriately, deepening	b. Develop sophisticated strategies

d. Write in at least one genre for an academic discourse community. e. Learn reflective strategies.	understanding of 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.	for critical analysis of disciplinary or specialized discourse. c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
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.	2. Deepen Experience in Writing a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects. b. Critique one's own and other's work.	2. Extend Experience in Writing a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse. b. Critique one's own and other's work, including the work of professional writers and/or scholars.
3. Develop Application of Composing Conventions a. Apply genre conventions, including, structure paragraphing tone mechanics, syntax, and style. b. Use appropriate vocabulary, format, and documentation.	3. Deepen Application of Composing Conventions a. Apply genre conventions including, structure paragraphing tone mechanics, syntax, and style to more extensive or in-depth writing projects. b. Use specialized vocabulary, format, and documentation appropriately.	3. Extend Application of Composing Conventions a. Select and adapt genre conventions including, structure paragraphing tone mechanics, syntax, and style for disciplinary or specialized discourse. b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.

4. Use Sources and Evidence	4. Use Sources and Evidence	4. Use Sources and Evidence
a. Select appropriate evidence. b. Consider the relevance of evidence.	a. Select and evaluate appropriate sources and evidence. b. Evaluate the relevance of sources to the research question.	a. Select, evaluate, and synthesize appropriate sources and evidence. b. Use discipline-appropriate criteria to evaluate sources and evidence.
5. Develop Critical and Creative Thinking a. Identify context. b. Present a position. c. Establish a conclusion indicated by the context and that expresses a personal interpretation.	5. Deepen Critical and Creative Thinking a. Evaluate the relevance of context. b. Synthesize other points of view within their own position. c. Reflect on the implications and consequences of the stated conclusion.	5. Extend Critical and Creative Thinking a. Reflect on the implications and consequences of context. b. Incorporate alternate, divergent or contradictory perspectives or ideas within their own position. c. Extends and complication the consequences of the stated conclusion.

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 (courses must meet all competency criteria)

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).