Core Education – Writing Intensive Curriculum

Course Description (50 to 80 words is ideal)

*CIM Help text: The primary purpose of the course description is to clarify course content. Visit [Course Descriptions](#) for more information about writing a good course description.*

Core Ed Questions

Does this course fulfill a Core Ed category requirement? Yes/No

Date SOI Approved MM/DD/YY

*CIM Help text: The Statement of Intent (SOI) is a form submitted through [CIM Misc](#) that notifies the Bacc Core Committee of your college’s intention to request Core Ed status on certain courses. You can find the SOI approval date by viewing the ‘History’ column on the right-hand side of the misc proposal.*

*If this course is part of Common Course Numbering, an additional question will be asked:*

Does this course qualify for the exception to be more credits than allowable for the Core Ed category due to CCN regulations? Yes/No

Is this course currently in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Would you like this course to continue in the existing Bacc Core? Yes/No

*** If your answer is Yes:

Provide a rationale for the request for your course to remain in its current Bacc Core category. A good rationale will describe the fundamental continuity between the existing category and the new category.

Open Educational Resources (OER)

For the non-OER/non-freely-available course resources, indicate whether or not an effort was made to find (an) OER/freely-available alternative(s).

Yes

No***

Not Applicable (course uses only OER and freely-available resources)

***If your answer is No, you will have to accept the following OER acknowledgement:

In order to maximize access to quality General Education, OSU strongly encourages all course designers and instructors to use OER in their courses. Where adequate OER are not available, course designers and instructors are encouraged to search for low-cost or no-cost options.

Faculty Training

Provide details on the required trainings completed by the faculty (re)designing this course.

Faculty Name

Training Completed

Date Completed
**Writing Intensive Curriculum**

**Category Specific Criteria Questions**

WIC courses require either one major, formal (summative/graded) assignment of 2000 words, or two of at least 750 and 1250 words. What is/are the major formal assignment or assignments, and what is the word count for each?

**Category Specific Learning Outcomes (CSLO) Questions**

**CSLO #1: Develop content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.**

What kinds of informal (formative/ ungraded or minimally graded practice writing) assignments or exercises will students do to develop their course content knowledge?

In which formal (summative/graded) writing assignment(s) will students demonstrate their ability to articulate course content knowledge?

What characteristics of critical thinking will you teach and evaluate in this course?

What kinds of informal (formative/ungraded or minimally graded practice writing) assignments or exercises will students do to develop their critical thinking abilities?

In which formal (summative/graded) writing assignment(s) will students demonstrate their critical thinking abilities?

**CSLO #2: Determine and utilize audience expectations, genres, and conventions appropriate to communicating in the discipline.**

In what formal (summative/graded) writing assignment(s) will students demonstrate their ability to determine and utilize audience expectations, genres, and conventions appropriate to communicating in the discipline?

**CSLO #3: Compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.**

In what assignment(s) will students compose a document of at least 2000 words, or two documents of at least 750 and 1250 words?
What are the stages of the assignment(s) (for example: brainstorming, proposing, drafting, revising, editing, polishing)?

Will students have at least a week to revise comprehensively after receiving instructor feedback on the assignment(s)?
   Yes/No

What kinds of sources will students use in the assignment(s)?

How will students document their source use in the assignment(s)?

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**Writing Assignment**
Attach assignment instructions for the major writing assignment(s).

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**Syllabus Requirements**
We collect syllabus information in this form for archiving and reporting purposes. You may copy and paste text from your syllabus into these fields. For more information visit Syllabus-Minimum Requirements.

**Student Learning Outcomes**
*CIM Help text: While Core Ed/Bacc Core courses have learning outcomes specific to their category, the student learning outcomes listed in this field should be course-specific and separate from the Core Ed/Bacc Core learning outcomes. Read more about student learning outcomes.*

**Course Content**
List weekly schedule including topics and assignments. If it is not possible to list the weekly schedule, include a concise outline of topics and activities covered in the course.

**How will student performance be evaluated?**
If the proposal includes multiple locations or modalities, and there are differences in the grading breakdown on the different syllabi, then this section must include information from all syllabi.
*CIM Help text: Evaluation of Student Performance’ refers to the grading breakdown of your course. For example, “Participation: 10%; Assessment 1: 25%; Assessment 2: 15%; Quiz 1: 5%; Quiz 2: 5%; Midterm Exam: 20%; Final Exam: 20%” Grading is subject to Academic Regulations 17, 18 and 19.*

**Learning Resources**
*CIM Help text: Textbooks, lab manuals, etc, that may be required or optional.*

**Syllabus – Attach File(s)**
Core Ed/Bacc Core courses must include a syllabus for each location and each modality. Reference the specific syllabus template appropriate to the course, location, and modality. Templates can be found in the Syllabus-Minimum Requirements.

Syllabi must be updated to include the required WIC elements as found on the template.

State verbatim:
This is a Core Education course that fulfills the requirements for the Writing Intensive Course category for students majoring in ____________.

Students in Writing Intensive courses shall:
1. Develop content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Determine and utilize audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.

Additionally, for each WIC learning outcome above:
- Make a direct, clearly stated connection between the outcome and specific attributes of the course content. The level of detail used should make it evident to students how different aspects of the course fulfill the specific category learning outcomes.
- Include a clear description to students of how the outcome will be assessed within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating “exam, quizzes, homework, class discussion” will not provide enough detail)

Note: The Core Education Committee strongly suggests putting this information about outcomes and class components in a matrix table, shown below. The recommended table for WIC courses varies slightly from other Core Ed courses in that it includes information for both formative (informal, ungraded or minimally graded) and summative (formally graded) assessments.

Supporting Documentation – Only possible by contacting cim.help@oregonstate.edu.

CIM Help text: Most proposals do not need supporting documentation.