

# NOMINATION FORM FOR STATE GUARANTEE GENERAL EDUCATION DESIGNATION

**A course must be an institution approved general education course**

Section A: Complete Section A and check the General Ed category and criterion that the proposed course is designed to address. For example, a Geography course would check Social And Behavioral Science and criterion 4		CCHE Use Only  Date Received:  Date of Review:	
<b>Applying for State Guarantee under the content criteria for</b>	CONTENT CRITERIA		
➤ Arts and Humanities	1. Arts and Expression 2. Humanities 3. Ways of Thinking		
➤ Communications	1. Intro Writing 2. Advanced Writing		
➤ Mathematics	All Criteria required – do not need to select		
➤ Natural & Physical Science	All Criteria required – do not need to select		
➤ Social & Behavioral Science	1 Historical, cultural or social frameworks 2 US History framework 3. Economic and political systems 4. Physical and cultural geography 5. Human behavior		
Course number English 122	Credit Hours 3		
Course name College Composition			GE matrix number
Prerequisites None			
I certify that this course is an approved general education course offered at my institution. The attached content curriculum description applies to all course sections taught at my institution, in accordance with NCA guidelines.			
Signature of Provost/Vice – President of Instruction	Date		

SECTION B: Complete sections 1 –5 and any other section that applies to the nominated course unilaterally at your institution. For example, if all sections of a writing course require the development of technology skill, complete section 7. You may reference content or curriculum guides, syllabi, or attach supporting documents in responding to a question.
1. State scope of course and the primary concepts or topics it covers.  College composition teaches students to read and listen critically while developing the ability to write with thoughtfulness, clarity, coherence and persuasiveness. The course asks that students learn to evaluate, explain, problem solve, develop a position, argue and persuade by developing rhetorical knowledge, mastering writing conventions, and using effective communication strategies. A typical section requires at least four final papers of 600 - 1200 words. In order to prepare for these papers, students read and discuss professional writing, generate ideas, complete appropriate activities, write several rough drafts, and participate in peer editing sessions.
2. Provide rationale and/or evidence for how the nominated course meets the specific content criteria  Instructors ask students to read and discuss texts from different genres and multiple discourse communities. Grades are based on "finished written products" that require sound critical/ and or creative thinking, rhetorical knowledge, and mastery of writing conventions. Students gain experience in the writing process by using a variety of technologies to develop strategies for generating, revising, editing and proofreading. Activities and class discussion emphasize the need for different formats, content, tone, and style for different rhetorical situations and audiences.

3. Describe student outcomes						
1. Students will demonstrate critical and creative thinking skills (including cognition, comprehension, application, analysis, synthesis, and evaluation) by reading texts and producing unified, coherent papers. 2. Students will demonstrate the ability to vary rhetorical strategies in conjunction with varying purposes, audiences, and content. 3. Students will demonstrate the ability to incorporate source material into writing. 4. Students will demonstrate the ability to structure essays coherently. 5. Students will demonstrate knowledge and understanding of standard English usage with respect to grammar, punctuation and spelling.						
4. Describe how students demonstrate and develop critical thinking in this course.						
The course requires that students learn to analyze synthesize, evaluate, explain, problem solve, and persuade. Instructors require at least four papers that develop students' abilities to identify questions, problems, and arguments, evaluate reasoning, consider alternative points of view, evaluate evidence and reasoning, and draw conclusions about their own, peer and professional work.						
5. Describe how students demonstrate and develop reading competency						
Students demonstrate the ability to read critically by developing a language to describe different purposes and types of writing, by writing summary responses, and by producing papers that either interpret material connected to their own experience or using logic, reasoning, and content analysis to site sources that support their efforts to problem solve, take a position, evaluate, and/or explain.						
6. Describe how students demonstrate and develop written communication competency						
When writing their papers, students use a variety of research tools, including technological resources to find, select, synthesize, or generate ideas. In peer evaluation sessions, students clarify ideas while critiquing their own and others' work. In the final paper, writers must convey a primary theme or message, evidence control of grammar, punctuation, syntax and spelling, and use appropriate vocabulary, formats and documentation for different writing tasks.						
7. Describe how students demonstrate and develop technology competency						
Students meet in a computer classroom at least 6 times during the course and learn to research and communicate via the internet. In addition, students learn to evaluate and edit their papers using state-of-the art software and hardware.						
8. Describe how students demonstrate and develop mathematics competency						
not applicable						
III. Check all course formats that apply to this course.	Classroom	Internet	Interactive TV	Individualized instruction	Correspondence	Other: One-on-one Conferencing

1. Attach the documentation that is submitted to your institution's general ed council to gain general education approval (e.g., generic curriculum syllabus, content guide)

2. Attach the course section syllabus for the nominated course.

Four-year institutions: Attach 3 examples of course syllabi representing how different faculty teaches the course.

Community colleges: Attach 1 course syllabi from each college representing how the course is taught by different faculty.

3. If any course section is offered as self-paced instruction, including correspondence, individualized instruction, attach the quality standards that apply to the course section and syllabi from all these course sections.