**LAC Introductory Writing (LAW1) Syllabus Template**

*Below is a syllabus template for a course seeking LAC/GT-CO1 status. Everything highlighted in yellow needs to be customized. Everything in* ***bold*** *must remain verbatim in order to meet the LAC/GTP compliance and evaluative criteria. The template is meant to streamline the labor process for faculty creating syllabi for courses seeking inclusion in the Curriculum. The formatting may be altered to suit the desire of the instructor/originating unit.*

*To facilitate successful LAC review, your major assignments/assessment must show clear alignment to the LAC/GTP competencies, SLOs, and content criteria. You may use the table provided in the template below to map activities, assessments, etc. to the required competencies, SLOs, and content criteria.* *Use the “Course Mapping” column (right side) to list and/or provide narrative explanation of the activities, assignments, etc. that correspond to the competencies, SLOs, and content criteria in the left column.*

Questions about the template or syllabus requirements? Please contact [LAC@unco.edu](mailto:LAC@unco.edu).

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[Course Prefix, Number, and Name] Syllabus

[Semester Offered]

[#] credit hours

Instructor Name: [insert your information here]

Instructor Contact Information: [insert your information here]

Instructor Student Drop-In Hours: [insert your information here]

Course Catalog Description: [insert your information here]

Course Description: [insert your information here]

Important Dates: [insert your information here]

**Liberal Arts Curriculum & GT Pathways**

**This course is a part of the Liberal Arts Curriculum at UNC and fulfills [#] credit hours of the Written Communication category.  The Colorado Commission on Higher Education has approved [Course prefix, number] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO1 category. For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to**[**http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.htm**](http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.htm)**l**

**The Liberal Arts Curriculum Written Communication category is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness.**

**UNC’s LAC outcomes in Written Communication: Introductory Writing are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for CO1.** **This includes CDHE competency and student learning outcomes in Written Communication.**

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| **LAC Written Communication Learning Outcomes + GTP Competency & SLOs** | **Course Mapping** |
| **Written Communication:**  **Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.**  **Student Learning Outcomes (SLOs)**  ***Students should be able to:***  **1. Employ Rhetorical Knowledge**   1. **Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.**   **2. Develop Content**   1. **Create and develop ideas within the context of the situation and the assigned task(s).**   **3. Apply Genre and Disciplinary Conventions**   1. **Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.**   **4. Use Sources and Evidence**   1. **Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.** 2. **Follow an appropriate documentation system.**   **5. Control Syntax and Mechanics**   1. **Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.** | **[insert your information here]** |

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| **Content Criteria for Introductory Writing (GT-CO1)** | **Course Mapping** |
| 1. **Develop Rhetorical Knowledge** 2. **Focus on rhetorical situation, audience, and purpose.** 3. **Read, annotate, and analyze texts in at least one genre of academic discourse.** 4. **Use voice, tone, format, and structure appropriately.** 5. **Write and read texts written in at least one genre for an academic discourse community.** 6. **Learn reflective strategies.** 7. **Develop Experience in Writing** 8. **Learn recursive strategies for generating ideas, revising, editing, and proofreading.** 9. **Learn to critique one’s own work and the work of others.** 10. **Develop Critical and Creative Thinking** 11. **Identify context.** 12. **Present a position.** 13. **Establish a conclusion indicated by the context that expresses a personal interpretation.** 14. **Use Sources and Evidence**     1. **Select appropriate evidence.**     2. **Consider the relevance of evidence.** 15. **Develop Application of Composing Conventions**     1. **Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.**     2. **Use appropriate vocabulary, format, and documentation.** | **[insert your information here]** |

Required Text/Course Materials: [insert your information here]

Course Policies: [insert your information here]

Course Grading Scale/Assignments: [insert your information here]

Course Calendar/Schedule: [insert your information here]