**LAC Intermediate Writing (LAW2) Syllabus Template**

*Below is a syllabus template for a course seeking LAC/GT-CO2 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 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-CO2 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: Intermediate Writing are aligned with the State of Colorado’s GT Pathways student learning outcomes, competencies, and content criteria for CO2.** **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 Intermediate Writing (GT-CO2)** | **Course Mapping** |
| 1. **Deepen Rhetorical Knowledge**    1. **Focus on rhetorical situation, audience, and purpose.**    2. **Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.**    3. **Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.**    4. **Practice reflective strategies.** 2. **Deepen Experience in Writing**     1. **Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.**    2. **Critique one’s own and other’s work.** 3. **Deepen Critical and Creative Thinking**     1. **Evaluate the relevance of context.**    2. **Synthesize other points of view within one’s own position.**    3. **Reflect on the implications and consequences of the stated conclusion.** 4. **Use Sources and Evidence**     1. **Select and evaluate appropriate sources and evidence.**    2. **Evaluate the relevance of sources to the research question.** 5. **Deepen Application of Composing Conventions**     1. **Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.**    2. **Use specialized vocabulary, format, and documentation appropriately.** | **[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]