

GT Pathways & LAC Learning Outcomes: Introductory Writing

Note that competencies are general statements of knowledge, skills, and behaviors while outcomes are specific statements about skills students can demonstrate in a measurable way. The content criteria represent the makeup of the course itself (i.e., what the course must include in terms of content).

The left column summarizes information about the category and its requirements. This data is for reference purposes and is not included on the syllabus.

The right column contains the competencies, outcomes, and content criteria that are required on the syllabus.

Introductory Writing	
<p>o GT-CO1: Introductory Writing Course</p> <p>Competency: GT-CO1 requires the following competency and SLOs:</p> <ul style="list-style-type: none"> • Written Communication: 1a, 2a, 3a, 4a-b, 5a <p>Content Criteria: Written Communication</p> <p>LAC attribute:</p> <ul style="list-style-type: none"> • Introductory Writing (LAW1) 	<p>LAC Written Communication Learning Outcomes + GTP Competency & SLOs</p> <p>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.</p> <p>Student Learning Outcomes <i>Students should be able to:</i></p> <ol style="list-style-type: none"> 1. Employ Rhetorical Knowledge <ol style="list-style-type: none"> a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation. 2. Develop Content <ol style="list-style-type: none"> a. Create and develop ideas within the context of the situation and the assigned task(s). 3. Apply Genre and Disciplinary Conventions <ol style="list-style-type: none"> a. 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 <ol style="list-style-type: none"> a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system. 5. Control Syntax and Mechanics <ol style="list-style-type: none"> a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task. <p>Content Criteria for Introductory Writing (GT-CO1):</p> <ol style="list-style-type: none"> 1. Develop Rhetorical Knowledge <ol style="list-style-type: none"> a. Focus on rhetorical situation, audience, and purpose. b. Read, annotate, and analyze texts in at least one genre of academic discourse. c. Use voice, tone, format, and structure appropriately. d. Write and read texts written in at least one genre for an academic discourse community. e. Learn reflective strategies. 2. Develop Experience in Writing <ol style="list-style-type: none"> a. Learn recursive strategies for generating ideas, revising, editing, and proofreading. b. Learn to critique one’s own work and the work of others. 3. Develop Critical and Creative Thinking

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| | <ul style="list-style-type: none">a. Identify context.b. Present a position.c. Establish a conclusion indicated by the context that expresses a personal interpretation. <p>4. Use Sources and Evidence</p> <ul style="list-style-type: none">a. Select appropriate evidence.b. Consider the relevance of evidence. <p>5. Develop Application of Composing Conventions</p> <ul style="list-style-type: none">a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.b. Use appropriate vocabulary, format, and documentation. |
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