**Summary of Request**

Do you agree to provide the General Education Assessment committee appropriate student work product for assessment? Criteria for each SLO assessment is available on the GEAC website. \_\_\_\_\_\_ yes \_\_\_\_\_\_no

1. **Rationale** 
   1. **Category Description**: Briefly describe the course and explain in a short paragraph why it fits in the A4 (writing) category based on the category description below:

“Courses in this category help students develop skills in reading and writing and include writing instruction and specific achievement guidelines and criteria.”

* 1. **SLOs:** Explain in a short paragraph how the course will satisfy the SLOs for the A4 (writing) category. Also note which objectives on the master syllabus align with these SLOs. The SLOs for category A4 (writing) are:

1. Communicate clearly and effectively in writing.

5. Demonstrate the ability to retrieve, interpret, and evaluate information

1. **Guidelines. This category has specific guidelines associated with it. This section asks the proposal to address specific elements in those guidelines.**

(<https://www.kutztown.edu/academics/general-education/course-approval-process-information-for-faculty/category-a4-writing-instruction-guidelines.html>)

* 1. The guidelines state that 50% of the course grade and content be based on writing assignments. What is the percentage that this course devotes to writing assignments? You can indicate this by including your grade percentages here.
  2. Do the writing assignments add up to 4,000-5,000 words (across at least two assignments)? Please list the assignments with word counts here with a paragraph explaining the assignment (rough drafts cannot count towards the final word count). Examples of formal writing assignments may include research papers, analytical essays, position papers, theme papers, essay questions on exams, creative writing, lesson plans, lab reports, mathematical proofs, etc.
  3. Which assignment(s) from b are students allowed to revise? At least one formal writing assignment(s) revision is required. If all, just indicate that here.
  4. Which of the formal written assignments is scaffolded throughout the semester? Make sure this is indicated clearly in the daily/weekly schedule in the first-day handout and the instructions given to the students.
  5. What other informal writing assignments, if any, are used throughout the semester?
  6. The guidelines specify that instructions related to the formal writing assignments is provided to students. Attach a sample of instructions that may be provided to students behind this sheet. If available, please also attach an evaluation sheet (or rubric) to this proposal.
  7. Writing instruction is meant to be done throughout the semester and have classes dedicated to this. In the required first-day handout provide a detailed daily or weekly schedule that clearly shows where writing instruction is to be done in class throughout the course of the semester. This includes time for activities such as research, time with the library faculty, peer evaluation of papers, deadlines for rough drafts, etc.

1. **Assessment. What will be submitted for GEAC’s assessment? Clearly explain the link between the assignment and the SLO. Make sure that the link to both SLOs are clear if one assignment/activity will be used for assessment. If different assignments will be submitted then make sure it is clearly indicated which SLO each is addressing. Remember that the material used for assessment may be graded or ungraded work.**

**SLOs:** 1. Communicate clearly and effectively in writing.

5. Demonstrate the ability to retrieve, interpret, and evaluate information