

GENERAL EDUCATION—PART 2 of 3

Old Dominion University

EXPECTED OUTCOMES

*(completed form with all attachments should be sent to Judy Bowman,
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)*

General Education Requirement #2 Written Communication Skills 200 level

Request for: New course Course change Course inactivation Course recertification

Evaluate as: Skill Ways of knowing Writing intensive course Requirement met in major*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

***List and submit Part 2 and Part 3 attachments for all courses that will be used to satisfy the requirement**

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#2 Written Communication Skills 200 level)	This section must be completed for all courses that are used to meet the requirement		Complete only if reqmt is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight <i>(e.g., % of grade, # hrs of instr.)</i>
<p><i>Develop rhetorical knowledge by:</i></p> <ul style="list-style-type: none"> • <i>Analyzing and drafting a variety of compositions or genres shaped by readers' and writers' practices,</i> • <i>Transitioning between situations and contexts by adjusting structure, content, diction, and tone,</i> • <i>Matching the capacities of different technologies to a range of audiences and rhetorical situations,</i> • <i>Understanding that rhetorical situations differ across communities and disciplines.</i> 				

Expected Outcome (#2 Written Communication Skills 200 level)	This section must be completed for all courses that are used to meet the requirement			Complete only if reqmt is met by <i>more than one</i> course
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<p><i>Develop critical thinking, reading, and information literacy skills by:</i></p> <ul style="list-style-type: none"> • <i>Using writing as a tool for critical thinking and reflection,</i> • <i>Reading and writing several genres that utilize analysis, reflection, narrative, critique, and argument skills,</i> • <i>Locating primary and secondary research materials among library resources and evaluating them for credibility, sufficiency, accuracy, timeliness, and bias,</i> • <i>Using strategies to compose texts that integrate the writer's ideas with those from appropriate sources,</i> • <i>Understanding that thinking, reading, and literacy skills differ across communities and disciplines.</i> 				
<p><i>Develop multiple strategies, or composing processes, to draft texts by:</i></p> <ul style="list-style-type: none"> • <i>Working through multiple drafts of a writing project and reflecting on composing practices,</i> • <i>Exploring strategies for the writing process and adapting them for a variety of technologies and modalities,</i> • <i>Learning to give and to act on productive feedback to works in progress,</i> • <i>Understanding that composing strategies and processes differ across communities and disciplines.</i> 				

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<p><i>Develop knowledge of conventions by:</i></p> <ul style="list-style-type: none"> • <i>Refining the understanding of linguistic structures, including grammar, punctuation, and spelling,</i> • <i>Practicing genre conventions for structure, paragraphing, tone, and mechanics,</i> • <i>Demonstrating a clear understanding of intellectual property rights and applying citation styles systematically, according to disciplinary conventions,</i> • <i>Understanding that conventions differ across communities and disciplines.</i> 				
Attachments included:				