San Francisco State University
Graduation Writing Assessment Requirement (GWAR) Course Criteria

The Academic Senate approves the following Graduation Writing Assessment Requirement (GWAR) course criteria for the purpose of facilitating the transition to a new way to fulfill the Graduation Writing Assessment Requirement. The Committee on Written English Proficiency (CWEP) will submit an assessment report on the implementation of the GWAR courses, the GWAR policy, and the GWAR-course criteria to the Academic Senate no later than October 1st, 2014. GWAR-course Criteria:

Criterion #1, Class Size: Courses satisfying the GWAR should have an enrollment maximum of 20-25 students. In rare cases, if departmental conditions warrant, and a rationale is provided to justify the exception, CWEP may approve a course that exceeds the maximum.

Criterion #2, Number of Pages/Words: The overall assignments for the course will include a minimum of 15 pages, meaning the equivalent of 4000 words, of formal writing that demonstrates upper-division written English proficiency within the given discipline.

Criterion #3, How Writing Will Affect the Final Grade: At least 60% of the grade in GWAR courses must be based on written assignments and take-home essay exams (e.g., exams designed to allow for revision), which are evaluated for both content and quality of writing.

Criterion #4, Revision of Assignments: GWAR courses must include substantive revision of major, graded, written assignments in response to feedback.

Criterion #5, Types of Assignments: GWAR courses should include a variety of writing assignments that are sequenced and or distributed throughout the semester, rather than concentrated at the end.

Criterion #6, In-class Attention to Writing: GWAR course syllabi should reflect significant class time devoted to instruction in writing conventions within the given discipline.

Criterion #7, Number of Units: GWAR courses, or course sequences, should be at least 3 units. ***Approved by the Academic Senate as its meeting on April 28, 2009; See Academic Senate Policy S16-014***