Course Expectations for Lower Division Written English Communication I (A2) (3 units)

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division written English communication (A2) general education requirement,

1. The course must be lower division, open to all students, and may not have prerequisites, but the course may use students’ decision on Directed Self-Placement (DSP), exemptions, and/or scores on the Composition for Multilingual Students Placement Test (CMSPT) to designate the appropriate course.

2. The course must be graded on an A, B, C, NC basis. Only grades of a C or better will fulfill the Area A2 requirement.

3. Students will write 6,000-7,000 words of effective expository prose with regard to purpose, audience and genre. There should be an opportunity for practice and feedback with revisions being included in the number of words.

4. Readings will be drawn from a variety of sources from different disciplinary perspectives and integrated throughout the course.

5. Readings will encourage reflection on the self as student, learner, professional and global citizen, and will promote understanding and appreciation of human diversity.

6. At least one assignment must address some aspect of being a college student [e.g., (a) a self-reflection on one’s personal literacy or intellectual history; (b) a review of an on-campus intellectual, social, or artistic event; (c) an exploration of a field of study and its related career opportunities; (d) a research-based analysis of issues facing new college students].

7. At least one of the assignments must be related in some way to one or more of the following topics, drawn from the goals for the baccalaureate at San Francisco State University: (a) human diversity within the United States and/or globally; (b) ethical choices; (c) social justice; (d) the well-being of communities, nations, or the people of the world; (e) the sustainability of the natural environment; (f) applications of academic knowledge to what is important in one’s own life; or (g) what unites us as human beings across time.

8. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in assignments.

9. Assignments shall foster the understanding and value of academic integrity.

10. The course syllabus must include references to assignments that are described above as part of the course expectations.

11. The course syllabus must include the university-approved student learning outcomes for Written English Communication I and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
Student Learning Outcomes for Lower Division Written English Communication I (A2) (3 units)

After completion of a lower division general education course in Written English Communication I, students will be able to:

1. read actively and effectively and use information acquired from readings, research and other sources critically in their own writing;
2. use writing processes and strategies for generating, revising, editing, and proofreading their own work; collaborate with others during the writing process, developing ways to offer constructive criticism and accept the criticism of others;
3. reflect on their reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as readers and writers;
4. demonstrate a basic familiarity with rhetorical conventions, composing effective expository prose with regard to purpose, audience, and genre;
5. create and apply a research plan to locate, use and evaluate information from a variety of sources, including library resources;
6. use evidence and analysis to successfully support the central purpose of their writing; demonstrate ethical conduct in their writing and the appropriate use and citation of the works of others;
7. demonstrate knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; control such surface features as syntax, grammar, punctuation, and spelling; and
8. use knowledge of the academic community to support their development as learners, readers and writers.

Links between Educational Goals and Outcomes for Lower Division Written Communication I

The student learning outcomes were developed in relationship to the “Educational Goals for the Baccalaureate at San Francisco State University.” The chart below illustrates that relationship for lower division written communication I. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>Student Learning Outcomes for Lower Division Written Communication I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Competencies for Lifelong Intellectual Endeavor</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td>4. Ethical Engagement</td>
<td>8</td>
</tr>
</tbody>
</table>