Course Expectations for Lower Division Written English Communication II (A4) (3 units)

To be certified by the Baccalaureate Requirements Committee as meeting the lower-division written English communication II (A4) general education requirement,

1. The course must be lower division and open to all students who have completed twelve or more units and who have completed Written English Communication I or its equivalent with a CR or C- or higher.

2. The course must be graded on an A, B, C, NC basis.

3. Assignments will yield 8000-10,000 words of formal writing and demonstrate college-level proficiency and address topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University.” There should be an opportunity for practice and feedback with revisions being included in the number of words.

4. Readings that (a) encourage students to reflect on topics related to the goals articulated in “Educational Goals for the Baccalaureate at San Francisco State University”; (b) come from a variety of sources, such as disciplinary texts, research reports, articles written for the general public, and literature; and (c) draw upon multiple domains of knowledge and engage questions and issues to which multiple disciplines can speak.

5. Assignments will encourage students to make connections across academic disciplines on subjects that have implications for themselves personally.

6. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing advanced search strategies to examine a wide variety potential sources, including library resources; (b) articulating and applying advanced criteria in evaluating information and sources, including distinguishing scholarly/non-scholarly information and primary/secondary sources; and (c) using and citing properly the information in assignments.

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

8. The course syllabus must include the university-approved student learning outcomes for Written English Communication II and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

9. Students will be given opportunities to demonstrate through reading and writing an understanding and appreciation of human diversity both within the United States and globally; and

10. Students will be given opportunities through reading and writing to develop civic responsibility, to work towards social justice and equity, and to explore how they can contribute purposefully to the well-being of their local communities, and/or their nations, and/or the people of the world, as well as to the sustainability of the natural environment.
Student Learning Outcomes for Lower Division Written English Communication II (A4) (3 units)

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

1. use writing to inquire into authentic social issues and enter into scholarly conversations, articulating responsible, informed positions;
2. read, analytically and critically, complex texts from varied cultural and academic frameworks, integrating multiple perspectives;
3. employ advanced search strategies to examine, and advanced criteria to evaluate, a wide variety of sources, including library resources, distinguishing scholarly from non-scholarly and primary from secondary information;
4. adopt task-specific strategies for generating ideas, drafting, editing and proofreading, and revise mindfully, refining ways of giving and using feedback;
5. reflect on their own and others’ literacy processes, strategies and habits in order to build more flexible reading and writing skills;
6. compose rhetorically-aware, complex prose in a variety of genres matched to purpose, audience, and context;
7. use evidence from a variety of sources to support a purpose, distinguishing adequate from inadequate support; use and cite information properly and ethically; and
8. control rhetorical and grammatical features, including style, usage, and conventions, with attention to purpose, audience and genre.

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

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 II. The numbers correspond to the way the educational goals and student learning outcomes are numbered above.

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