

Department/Program Writing in the Major Plan

Focus in five areas will guide your department or program as you develop a model of Writing in the Major that intersects with and builds on writing in the OLE Core.

Proposals to the Curriculum Committee, which you will submit through CourseLeaf, emphasize Areas 1 - 4. Plan deeply, then respond briefly.

Area 1: Student Learning and Writing Instruction

What characterizes effective communication in your discipline?

What knowledge and tools should majors develop, by the time they complete the major, in each of the following areas:

- disciplinary writing conventions
- writing practice
- writing strategies

Area 2: Intended Learning Outcomes (CC Resolution 19/20-18)

Writing in the Major (1 course or its equivalent)

A single course or a set of modules distributed across two or more courses that provide writing instruction and practice relevant to a specific major and build upon knowledge and skills developed in the "First-Year Experience" (especially "Writing and Rhetoric") and "Writing Across the Curriculum". As appropriate, this requirement engages students in multimodal writing, including visual and oral communication. At a minimum, half of this requirement must be at the 300-level.

List course(s) that will fulfill this requirement:

NOTE: If any course in this list is a new course, you must complete and submit a New Course Proposal form through CourseLeaf.

Confirm that students will fulfill 50% of the requirement at the 300 level.

Describe how the Writing in the Major course or courses will facilitate the following learning outcomes. Include representative examples of readings, lectures, writing, and speaking assignments and/or instructional features of the course. The content of the

syllabus or course outline, submitted through CourseLeaf, should be consistent with the claims made in the rationale.

Students will:

1. Develop a research-driven or creative project
2. Create original content or evaluate evidence or arguments
3. Implement communication strategies appropriate to the field
4. Engage in writing as a systematic, iterative process.

In addition, how will Writing in the Major practice and engage students in anti-racism, equity, and inclusion? Think about content and instruction. Although the CourseLeaf form does not require responses to this question, it is designed to help your planning.

Area 3: Development of Writing Practiced in Writing and Rhetoric and Writing Across the Curriculum

Writing in the Major is designed to include a culminating course or experience in the new writing curriculum.

How will your Writing in the Major course(s) intersect with or build on knowledge about writing and strategies practiced in the [sequence of Writing and Rhetoric and Writing Across the Curriculum](#)?

Area 4: Assessment of Student Learning through Writing in the Major

Reflecting on areas 1 and 2 above, generate at least 2 questions that your department/program will ask to measure the effectiveness of Writing in the Major.

Area 5: Timeline for Implementing Writing in the Major

The Class of 2025 will enter with the new curriculum. Use the following table or create your own sheet to plot implementation of Writing in the Major. 100- and 200- level courses may be non-applicable to Writing in the Major for your department/program. Consider pre-requisite courses that support Writing in the Major course(s).

Term/Year	100-level	200-level	300-level
Fall 2021			
Interim 2022			
Spring 2022			
Fall 2022			
Interim 2023			
Spring 2023			
Fall 2023			
Interim 2024			
Spring 2024			
Fall 2024			
Interim 2025			
Spring 2025			