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| **Course Submitted****(Subject/Number)** |  |
| **Submitted by** |  |

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| **Eloquentia Perfecta: Writing Intensive** | **Core Requirement** |
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| **Core component title** | Varies |
| **Minimum credit hours** | attributed course |
| **Core-specific pre- and co-requisites / requirements** | Prerequisite: Eloquentia Perfecta: Written / Visual Communication [ENGL 1900; ENGL 1920; ENGL 2005 (1905); EAP 1900 / CORE 1900] |
| **Core component summary** | Eloquentia Perfecta Writing Intensive courses are part of a rigorous and cohesive set of courses designed to cultivate “perfect eloquence” in writing, speaking and other forms of creative public expression in alignment with the foundational goals of the Jesuit *Ratio Studiorum.* Courses that satisfy the Eloquentia Perfecta: Writing Intensive requirement build students’ ability to write effective prose within the context of a specific Core or disciplinary inquiry. Through a range of formal and informal writing assignments involving multiple stages of invention and revision, students will develop persuasive written claims and analyze and synthesize material from a variety of sources appropriate to the course inquiry. As they write messages and arguments for specific audiences and purposes, students will gain the ability to reflect critically on the ways identity and values shape written communication. They also further reflect on the ways in which rhetorically fluent communication is vital to ethical public discourse, understood as effective communication in service of the common good. |

**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://sites.google.com/slu.edu/university-core-pilot/instructor-resources/mandatory-core-syllabus-boilerplate?authuser=1)

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| **Core Component Learning Outcomes** |  |
| ***Below, you will find listed the 5 course-level student learning outcomes associated with this Core component area.***  | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these outcomes.*** |
| 1. Students will be able to write effectively for specific purposes and audiences

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| 1. Students will be able to analyze and synthesize claims from a variety of sources

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| 1. Students will be able to synthesize, summarize, paraphrase, and quote from a variety of appropriate sources in support of specific claims

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| 1. Students will be able to engage in processes of invention and revision that enable evaluation of their own and others’ rhetorical choices in written messages and arguments

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| 1. Students will be able to reflect on the ways in which rhetorically proficient written communication contributes to ethical public discourse

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| **Course Essential Criteria** |  |
| **Below, you will find listed the 8 course-level student learning outcomes associated with this Core component area** | ***In the fields below, please note these Essential Criteria (what all instructors must do/teach/assign/require to ensure the integrity of each section University-wide) and in the spaces provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course will incorporate these Essential Criteria.*** |
| 1. Instructors must receive training in best practices in writing pedagogy prior to teaching a course attributed as “Writing Intensive”

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| 1. All sections must be taught at a maximum 20:1 student/instructor ratio (per standards for writing courses set by national professional organizations (e.g., Conference on College Composition and Communication) and best practices benchmarks for post-graduate programs (e.g. University of Missouri medical school); courses may use teaching assistants to manage the student/instructor ratio

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| 1. Writing assignments must be spread throughout the term

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| 1. Collaborative or group writing assignments may be part of the assigned writing for the course

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| 1. Writing assignments may be discipline-specific (e.g. professional, technical, or scientific writing)

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| 1. Students must have the opportunity to develop written arguments through processes that involve several stages of invention and revision

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| 1. By course end, students must have produced a minimum of 5000 words of formal and/or informal argumentative prose. Total word count may include outlines or drafts as well as final written projects

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| 1. The Associate Director of Eloquentia Perfecta: Written and Visual Communication and the associated subcommittee will be responsible for working with instructors to accommodate the criteria listed above to specific disciplinary parameters (e.g. intensive-writing courses in languages other than English; technical or professional writing in capstone courses)

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| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** |  |
| **This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 2 University Core-level student learning outcomes associated with this Core component area.** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these 2 outcomes at the levels indicated.*** |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Achieve)**[ ] Check here if submitting UUCC requested revisions |  |
| **SLO 4: Students will be able to communicate effectively in writing, speech, and visual media (Achieve)**[ ] Check here if submitting UUCC requested revisions |  |