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| **Course Submitted**  **(Subject/Number)** |  |
| **Submitted by**  **(Name/Department)** |  |
| **Department/Unit Oversight Note** | It is the responsibility of the department or unit (1) to keep a copy of this finalized worksheet together with the approved sample syllabus and/or syllabus template and (2) to pass along all relevant documents to additional instructors who will teach the course in the future.  ☐Check here if you, as an instructor within a department or unit, understand and have confirmed that your supervisor is aware of this Core request stated above. |

| **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://drive.google.com/file/d/1RmHYOOhevoQHWVwHI-Fh3FrjNBCJOyv4/view)

The Saint Louis University Core is an academic program intentionally structured to facilitate student achievement of both holistic and component-level student learning outcomes (SLOs). [SLU’s Course Syllabus Policy](https://www.slu.edu/provost/policies/academic-and-course/policy-course-syllabus.pdf) requires that learning outcomes appear on all syllabi. Below, you will find a table with the University Core and Core Component SLOs indicated. Please copy the boilerplate below and insert it into the syllabus you upload to CourseLeaf for review by the University Undergraduate Core Committee (UUCC).

\*\*Please note: If this course meets more than one Core Component Area requirement, please modify accordingly

**Eloquentia Perfecta 4: Writing Intensive**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](https://www.slu.edu/core/faculty-resources/core-student-learning-outcomes.php) (SLOs).

| The **Writing Intensive** course requirementis one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
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| **University Core Student Learning Outcomes**  The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 3: Assess evidence and draw reasoned conclusions |
| SLO 4: Communicate effectively in writing, speech, and visual media |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
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| **Component-level Student Learning Outcomes**  Students who complete this course will be able to: |
| * Write effectively for specific purposes and audiences |
| * Analyze and synthesize claims from a variety of sources |
| * Synthesize, summarize, paraphrase, and quote from a variety of appropriate sources in support of specific claims |
| * Engage in processes of invention and revision that enable evaluation of their own and others’ rhetorical choices in written messages and arguments |
| * Reflect on the ways in which rhetorically proficient written communication contributes to ethical public discourse |

| **Core Component Learning Outcomes** | |  |  |
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| ***Below, you will find listed the 5 course-level student learning outcomes associated with this Core component area.*** | ***Please address the questions below, and be sure to provide examples of readings, reflection prompts, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes.*** | | |
| * Write effectively for specific purposes and audiences   ☐Check here if submitting UUCC requested revisions | How will this course prepare students to write effectively for specific purposes and audiences?  How will this course apply best practices in writing pedagogy to ensure student learning?  ☐Check here to confirm that you have/will receive training in best practices in writing pedagogy prior to teaching this class  ☐Check here to confirm that this Writing Intensive course will be taught at a maximum of 20:1 student/instructor ratio (including the use of teaching assistants to manage student/instructor ratio) | | |
| * Analyze and synthesize claims from a variety of sources   ☐Check here if submitting UUCC requested revisions | How will this course ensure that, by course end, students will have produced a minimum of 5000 words of formal and/or informal argumentative prose via assignments spread throughout the term?  How will this course ensure that each individual student meets the 5000-word minimum requirement for a Writing Intensive course if collaborative and/or group writing assignments are integrated into this course design? | | |
| * Synthesize, summarize, paraphrase, and quote from a variety of appropriate sources in support of specific claims   ☐Check here if submitting UUCC requested revisions |  | | |
| * Engage in processes of invention and revision that enable evaluation of their own and others’ rhetorical choices in written messages and arguments   ☐Check here if submitting UUCC requested revisions | If writing is discipline-specific, how will this course ensure that students are composing an argument-based assignment?  \*\*NOTE: The Associate Director of Eloquentia Perfecta: Written and Visual Communication and the associated subcommittee will be responsible for working with instructors to accommodate Writing Intensive criteria to specific disciplinary parameters (e.g. intensive writing courses in languages other than English; technical or professional writing in capstone courses, etc.)  How will this course ensure that students have the opportunity to develop written arguments through processes that involve several stages of invention and revision? | | |
| * Reflect on the ways in which rhetorically proficient written communication contributes to ethical public discourse   ☐Check here if submitting UUCC requested revisions |  | | |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** | |  |
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| ***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 this course is designed to facilitate student achievement of these 2 outcomes at the levels indicated in parentheses.*** | |
| **SLO 3: Assess evidence and draw reasoned conclusions (Achieve)**  ☐ Check here if submitting UUCC  requested revisions |  | |
| **SLO 4: Communicate effectively in writing, speech, and visual media (Achieve)**  ☐ Check here if submitting UUCC  requested revisions |  | |