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| **Course Submitted**  **(Subject/Number/Title)** |  |
| **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: Written and Visual Communication** | | | **Core Requirement** |
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| **Core component title** | Eloquentia Perfecta: Written and Visual Communication: ENGL 1900; ENGL 1920; ENGL 2005 (1905); EAP 1900 / CORE 1900 | | |
| **Minimum credit hours** | 3 | | |
| **Core-specific pre- and co-requisites / requirements** | Pre-requisites: ONE OF THE FOLLOWING: ENGL 1500; PST [ENGL] 1505; EAP 1500; ACT English with a minimum score of 25; SAT Verbal with a minimum score of 600; EVIDENCE-BASED READ/WRIT SCORE with a minimum score of 600; or SLU English Portfolio with a minimum score of P.  Should be completed during a student’s first 36 credit hours at SLU | | |
| **Core component summary** | Eloquentia Perfecta: Written and Visual Communication Core Courses are part of a rigorous and cohesive sequence 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*. In these courses, students are trained in the five duties of the rhetorician: invention, arrangement, style, memory, and delivery. Courses that satisfy the Written and Visual Requirement develop students’ ability to write effective messages and arguments in expository prose, design effective visual messages and arguments, participate in academic discourse, and advocate for the common good. Students advance their writing and visual design skills through a variety of formal and informal assignments that require several stages of invention and revision and the acknowledgement of multiple and contradictory perspectives. Through these assignments, students gain rhetorical awareness of purposes, audiences, and contexts. They also 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/1xf54gs9YA0eO6lIkBZtWn2vP8cnvYOfm/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 1: Written and Visual Communication**

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).

| **Eloquentia Perfecta 1: Written and Visual Communication** is 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 2: Integrate knowledge from multiple disciplines to address complex questions |
| SLO 3: Assess evidence and draw reasoned conclusions |
| SLO 4: Communicate effectively in writing, speech, and visual media |
| SLO 8: Collaborate with others toward a common goal |

| 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 and design purposeful messages and arguments attuned to the particularities of context and audience |
| * Analyze written and visual messages and arguments from appropriate sources from multiple and * contradictory perspectives |
| * Summarize, paraphrase, and quote from appropriate sources in support of specific claims |
| * Critically evaluate their own and others’ rhetorical choices |
| * Develop their written and visual claims through several stages of invention and revision |
| * Reflect on the ways in which rhetorically proficient written and visual communication contributes to ethical public discourse |

| **Core Component Learning Outcomes** | |  |
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| ***Below, you will find listed the 6 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 this course is designed to facilitate student achievement of these outcomes.*** | |
| * Students will be able to write and design purposeful messages and arguments attuned to the particularities of context and audience   ☐Check here if submitting UUCC requested revisions | How will this course apply best practices in oral communication pedagogy to ensure student learning?  ☐Check here to confirm that you have/will confer with the appropriate Core Associate Director to determine need for training in best practices in writing pedagogy prior to teaching this class  ☐Check here to confirm that this Written and Visual Communication course will be capped at 20 students (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)  If this course includes thematic content, how will you ensure that such content be secondary to and supportive of the primary course goals of developing students’ written and visual communication skills? | |
| * Students will be able to analyze written and visual messages and arguments from appropriate sources from multiple and contradictory perspectives   ☐Check here if submitting UUCC requested revisions | How will you ensure that written and visual communication instruction is central to the course? | |
| * Students will be able to summarize, paraphrase, and quote from appropriate sources in support of specific claims   ☐Check here if submitting UUCC requested revisions |  | |
| * Students will be able to critically evaluate their own and others’ rhetorical choices   ☐Check here if submitting UUCC requested revisions |  | |
| * Students will be able to develop their written and visual claims through several stages of invention and revision   ☐Check here if submitting UUCC requested revisions | How will you ensure that both formal and informal writing and visual communication assignments will be spread throughout the term and that students will have the opportunity to develop written and visual communication through several stages of invention and revision?  How will you ensure that student writing and projects will be workshopped by the instructor and peers in class and in conferences? | |
| * Student will be able to reflect on the ways in which rhetorically proficient written and visual communication contributes to ethical public discourse   ☐Check here if submitting UUCC requested revisions | ☐Check here to confirm that you will assign a minimum of 5000 words (approximately 20 pages) of formal and informal expository prose that students produce by the end of the term. Total word count may include outlines or drafts as well as final written projects. | |

| **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 4 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 4 outcomes at the levels indicated in parentheses.*** | |
| **SLO 2: Students will be able to integrate knowledge from multiple disciplines to address complex questions (Introduce)**  ☐Check here if submitting UUCC  requested revisions |  | |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Introduce)**  ☐Check here if submitting UUCC  requested revisions |  | |
| **SLO 4: Students will be able to communicate effectively in writing, speech, and visual media (Introduce, Develop)**  ☐Check here if submitting UUCC  requested revisions |  | |
| **SLO 8: Students will be able to collaborate with others toward a common goal (Introduce)**  ☐Check here if submitting UUCC  requested revisions |  | |