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

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| **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://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 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 your course is designed to facilitate student achievement of these outcomes.*** | |
| 1. 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 |  | |
| 1. 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 |  | |
| 1. Students will be able to summarize, paraphrase, and quote from appropriate sources in support of specific claims   Check here if submitting UUCC requested revisions |  | |
| 1. Students will be able to critically evaluate their own and others’ rhetorical choices   Check here if submitting UUCC requested revisions |  | |
| 1. 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 |  | |
| 1. 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 |  | |

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| **Course Essential Criteria** | |  |
| ***Below, you will find listed the 7 Essential Criteria for this Core component.*** | ***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. All sections must 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)   Check here if submitting UUCC requested revisions |  | |
| 1. Instructors without prior experience teaching equivalent courses must receive training in best practices in writing pedagogy prior to teaching this course. All instructors will be provided with appropriate pedagogical orientation as needed and as determined by the Associate Director for Eloquentia Perfecta: Written and Visual Communication   Check here if submitting UUCC requested revisions |  | |
| 1. Writing and visual design instruction must be central to the course. If courses include thematic content, such content must be secondary to and supportive of the primary course goals of developing students’ written and visual communication skills   Check here if submitting UUCC requested revisions |  | |
| 1. Both formal and informal writing and visual communication assignments must be spread throughout the term   Check here if submitting UUCC requested revisions |  | |
| 1. Students must have the opportunity to develop written and visual communication through processes that involve several stages of invention and revision   Check here if submitting UUCC requested revisions |  | |
| 1. Student writing and projects should be workshopped by the instructor and peers in class and in conferences   Check here if submitting UUCC requested revisions |  | |
| 1. Instructors must 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   Check here if submitting UUCC requested revisions |  | |

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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 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 your course is designed to facilitate student achievement of these 4 outcomes at the levels indicated.*** | |
| **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 |  | |