Foundations Hallmarks and Explanatory Notes
Written Communication (FW): 3 credits

<u>FW Hallmarks and Explanatory Notes</u> *(Hallmarks in bold; Notes in italics)*

To satisfy the Written Communication requirement, a course will

1. **introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.**
   - *The primary goal of W Foundations classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.*
   - *The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g. summary/abstract, narrative, analysis, argument).*
2. **provide students with guided practice of writing processes–planning, drafting, critiquing, revising, and editing–making effective use of written and oral feedback from the faculty instructor and from peers.**
   - *There should be a coherent sequence of various types of writing studied and assigned in the course. Generally, such a sequence will move from presumably simpler to more complex rhetorical tasks (e.g. from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).*
   - *Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.*
3. **require at least 5000 words of finished prose–equivalent to approximately 20 typewritten/printed pages.**
   - *"Finished prose" is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered "finished prose."*
4. **help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.**
   - *"Information literacy" includes knowledge of and competence using Internet as well as print materials.*
5. **help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.**