

GE Standard IXb: Level III Writing Standard

Courses seeking to meet the Level III Writing Standard must: (1) be a 300 or 400 level course, (2) require completion of a designated Level II Writing course as a prerequisite, (3) incorporate multiple writing assignments with at least one of the assignments requiring multiple drafts, (4) use the assessment of writing assignments to determine at least 30 percent of a student's overall course grade, and (5) have an enrollment cap of 22 students or less. Additionally, to meet the Standard, courses must address *each* of three Areas on the following pages in the manner specified under the Area headings.

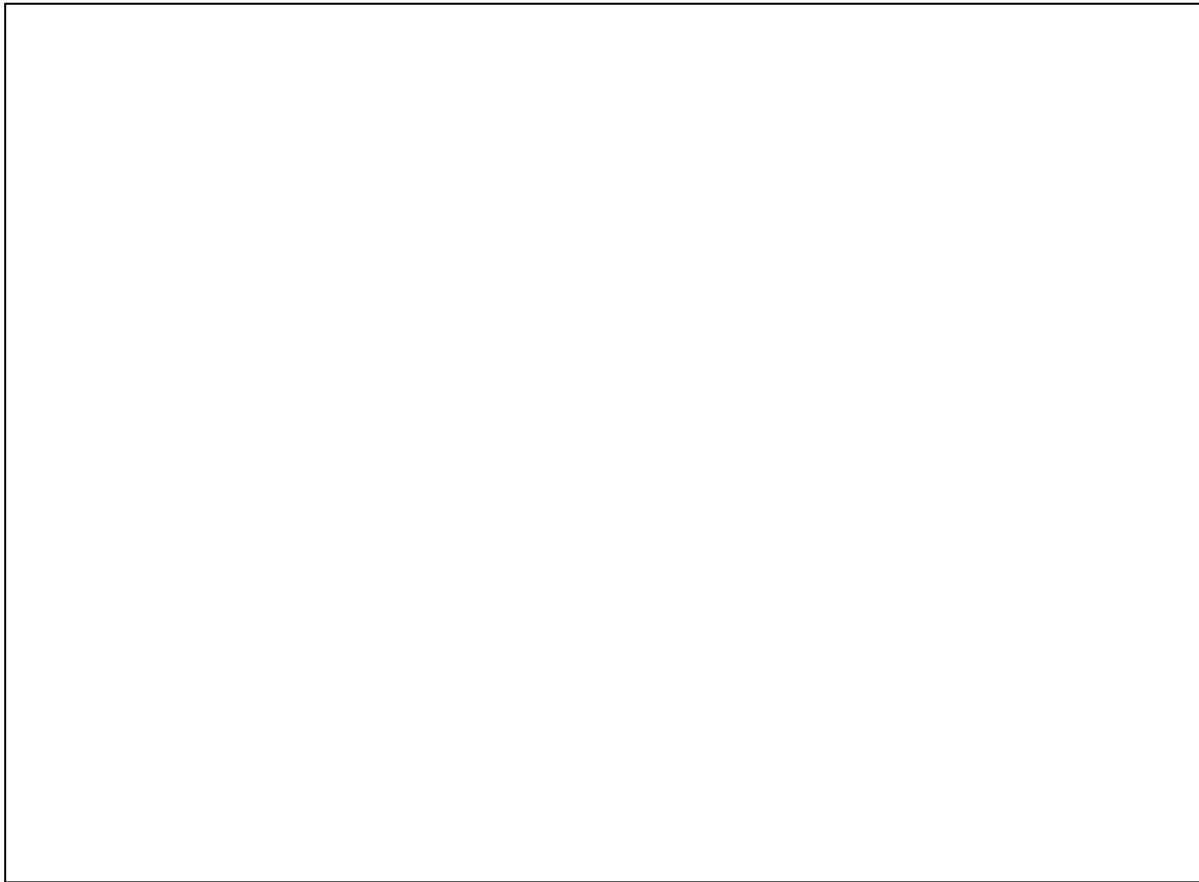
Regarding Faculty that teach Level II Writing and Level III Writing courses:

- **Faculty teaching Level II Writing and Level III Writing courses must have completed the appropriate locally approved training sessions.**
- **Faculty teaching Level II Writing and Level III Writing courses may be asked to voluntarily participate in a modest number of sessions with other Level II Writing and Level III Writing faculty in order to reflect upon and improve writing across the curriculum.**

Area 1: Writing Assignment Design

Briefly describe the formal and informal writing assignments that will be used to aid students in learning the subject matter of this course. The writing assignments should be spread throughout the entirety of the course. Explain also how the writing assignments will be used to help achieve the course's student learning outcomes. Additionally, address how the writing assignments will require students to do one of the following:

- research a particular subject area, and gain experience in interpreting data or the results of research
- write for a particular audience, or practice professional or academic writing associated with a particular discipline.



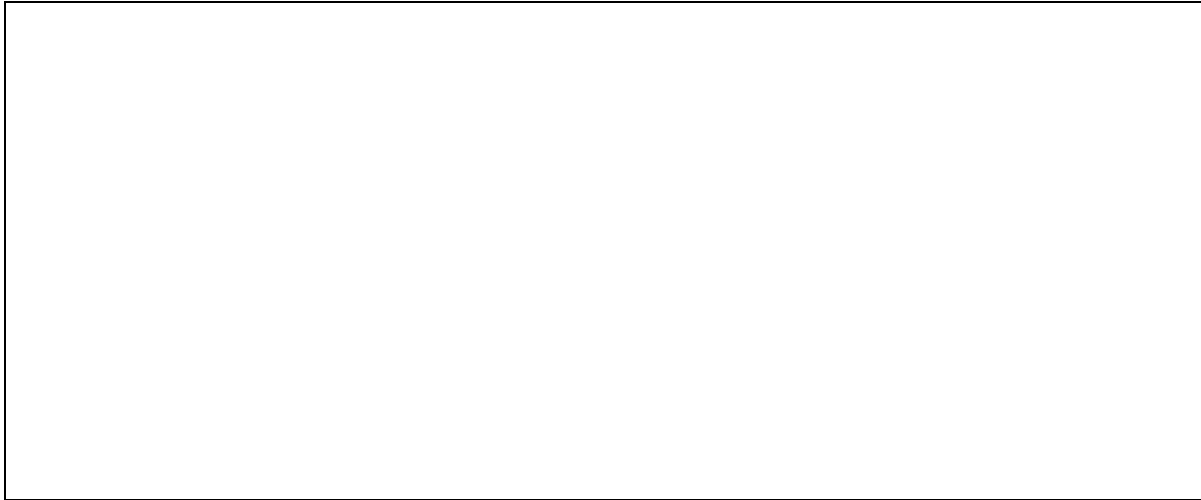
Area 2: Treatment of Writing as a Developmental Process

Describe briefly how the writing assignments in this course will be part of a learning process that unfolds through several iterations. Some examples of such processes are: a sequence of preparatory writings that lead to a final product; a set of regular journal entries; a set of field notes progressing to a report; or, a set of interpretations/observations of works, each examining a different aspect of the work in question.

A large, empty rectangular box with a solid black border, intended for the student to write their response to the prompt above. The box is centered on the page and occupies most of the lower half of the page.

Area 3: Evaluation and Feedback from the Instructor

Describe how each of the writing assignments will be evaluated and how students will receive feedback from their instructor. Describe the opportunities that students will have to apply such feedback to their future writing.



Your course is asked to demonstrate improvement in student writing skills.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

