**Writing Foundations**

The Writing Foundations course serves as an introduction to several key parts of the general education experience at CSB/SJU.  It is writing intensive, but also introduces students to information literacy and begins the process of experiencing and reflecting on the interconnected nature of a liberal arts education.

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In the Integrations Curriculum a course can be designated as either:

1. A Way of Thinking, OR
2. CSD: Identity or CSD: Systems, OR
3. Writing Foundations, Writing Explorations, or Writing Integrations, OR
4. Theological Explorations (Theo 1) or Theological Integrations (Theo 2).

Any course carrying one of the above designations may also have one or two engagements, except for Theological Explorations (Theo 1) and Writing Foundations, which cannot carry engagements:

1. Artistic engagement (ARTE)
2. Benedictine engagement (BEN)
3. Experiential engagement (EXP)
4. Global engagement (GLO)

Any course, except Theological Explorations (Theo 1) and Writing Foundations, may also satisfy the Quantitative Reasoning skill requirement.

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Learning Outcomes

Write 1

Students demonstrate awareness of the context and purpose of their writing, which is to make an evidence-based argument.  They organize in a manner that is generally effective given the purpose.  They use appropriate content to develop and support their ideas.  There may be errors in syntax and mechanics, but not enough to pose a significant barrier to understanding.

Information Literacy 1

Students demonstrate the ability to access appropriate information through basic search strategies.  They cite sources appropriately and articulate the value of accurate citations.  Their papers are free of plagiarism.

Metacognition 1

Students begin to identify their intellectual abilities and dispositions.  They recognize that there are different problem-solving processes and learning strategies.

(hyperlink to the teaching guidelines)

**COURSE PROPOSAL QUESTIONS**

Application date:

Effective Term:

**Basic Course Information**

Department:

Instructor:

Course Number:

Course title (as listed in the official catalog). If a topics course, please list the specific title this request applies to:

Abbreviated title for class schedule (30 characters or less including parenthesis & designation):

Number of credits:

If new course, grading type:

Prerequisites (if any):

MOST RECENT Official course description from the Academic Catalog. If this is a topics course, please list description for this specific topic:

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Please note: the committee understands that some courses may still be in development. Prompts that ask for examples of assignments seek information about the spirit of what students will do, and instructors are not bound to the specific details (e.g. writing prompts) provided.

As you are answering the following questions, please keep in mind that students will need to produce work that will be used to assess their proficiency in the related learning outcomes.

**Write**

1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they are aware of the context (such as occasion, situation, and/or audience) in their writing.
2. Describe an activity(ies) or assignment(s) in which students will demonstrate their ability to form an evidence-based argument, using appropriate content to support their ideas.

**Information Literacy**

1. Describe an activity(ies) or assignment(s) in which students will demonstrate that they can access appropriate information and use basic search strategies.
2. Describe an activity(ies) or assignment(s) in which students will show that they can cite accurately and avoid plagiarism, thereby articulating the value of accurate citation.

**Metacognition**

1. Describe an activity(ies) or assignment(s) in which students will show that they can identify their intellectual abilities and dispositions, problem solving-processes, and learning strategies.

Meeting Common Elements

Writing Foundations courses also include several required Common Elements.  While these are not learning goals, they are necessary to ensure a high-quality general education experience. Please read each statement and initial next to the statement indicating your commitment to integrating these required Common Elements.

1. I will integrate the Common Reading. [Box for initials]
2. I will integrate students attending a Fine Arts event. [Box for initials]
3. I will introduce students to the Integrated Portfolio. [Box for initials]
4. I will include instruction by a research librarian on information literacy. [Box for initials]
5. I will ensure that students attend at least one session with Writing Center tutors. [Box for initials]
6. I will ensure students write three formal essays of increasing length and complexity during the course. [Box for initials]
7. I will include peer and faculty feedback as part of the revision process for the three formal papers. [Box for initials]