**Writing Foundations Course Development and Teaching Guidelines**

How to Achieve Learning Outcomes

Write 1

 The expectation is that Writing Foundations is a discussion-based class, with significant time devoted to thoughtful conversations about important ideas, as well as spending class time to help students improve their writing.

 Students in Writing Foundations are expected to write at least three formal essays over the semester that make an evidence-based argument. These should be of increasing length and complexity. Each essay receives peer and faculty feedback, and revision must be part of the process.

Information Literacy 1

 The faculty member and a research librarian will work together to help students learn how to use basic searches to find appropriate information, and to cite them properly.

Students will learn what constitutes plagiarism, how to avoid it, and why doing so matters.

We strongly recommend that students demonstrate their ability to search, cite, and avoid plagiarism as part of one of the later writing assignments in the course.

Students may demonstrate their understanding of the importance of proper citation in class discussion, or through a brief written statement.

Metacognition 1

 Faculty will help students begin to understand the role and benefit of metacognition. Since this is the first stage of the Metacognition requirement, the focus should be on helping students realize that individual approaches differ, and that reflecting on how they learn is beneficial.

This may be achieved through tools similar to those currently used in the College Success course, or it may be facilitated by the faculty member asking students to examine their problem-solving processes and learning strategies. In either case, some kind of short written reflection seems appropriate, and it might be helpful to include a discussion of this document in an individual conference with the faculty member.

**How to Achieve Common Elements**

The Common Reading will be selected in advance by a committee of faculty teaching Writing Foundations. Students in all sections will read and discuss the same reading. To maximize the out-of-class conversation (and the possibility of bringing in an author/relevant speaker), all sections should plan to do the Common Reading at the same point in the semester. This would work best if done at the beginning, so there can be more continuity in the discussion of readings chosen for a particular section.

Faculty will introduce the purpose and mechanism of the Integrated Portfolio. The goal is to help students see the benefits of collecting and reflecting upon their work.

The requirement that each section must embed one Fine Arts event is met by having a relevant class discussion. The event must come from a list of designated events. This discussion would be most effective if everyone in the class has had the same experience. To overcome the barriers of scheduling conflicts and cost, we strongly encourage faculty to use live performances only if they can be taped.

We expect that the Common requirement that students work with a research librarian will be folded into preparation for the paper in which they will demonstrate information literacy.

We expect that the Common requirement that students attend one session with Writing Center tutors will be part of the writing and revision process. Since this can be met inside or outside of class, faculty can choose whether to bring tutors to class, or send students for individual appointments.

**Assessment of Learning Outcomes**

 We recommend that the Write 1 learning outcome be assessed through the essay collected and placed in the student’s Integrated Portfolio. It seems likely that the Information Literacy 1 assessment could be done through the same document if faculty are willing to require documentation in that paper. We also recommend that students include a brief written reflection on metacognition in the Integrated Portfolio primarily because this should provide an interesting comparison by the time they are Seniors.