

Written Communication GE courses

Interpretive Statement

The guiding principle for GE Written Communication coursework is four interventions in the writing process; for example, students working on a history honors paper could submit four sections of their work during the semester. A variety of teaching methods beyond traditional student-submitted papers can be used to meet this requirement: paper revision encourages students to intensify their development of a persuasive argument or critical analysis; response writing in class concentrates on content rather than form; journaling to explore ideas promotes critical thinking; summary writing is a necessary skill developing both content and form; essay examinations are evaluated on content as well as form, etc.

Certification Criteria (demonstrate in syllabus that these are met)

The syllabus explicitly identifies the course as a written communication course, and it clearly defines expectations for performance. Students are informed that their writing will be evaluated for rhetorical awareness (audience-centered appeals), rhetorical sensitivity and mobility (discipline-appropriate language use), content/message, form/organization (structure, transitions), and style (grammar/syntax/punctuation, artfully constructed sentences).

1. The course requires sufficient writing: at least four writing assignments totaling at least 4000 words. Writing is spread throughout the course in a sequence of related assignments rather than concentrated in a large paper at the end. These activities may include journal writing, article reviews, essays, research papers, scientific lab reports, business reports and plans, paper revision and editing assignments, revisions of sections within a term-length project, peer reviewing and editing, etc.
2. The course provides significant writing instruction or includes a substantive assignment in which students submit at least one draft for comments from the professor and then revise the draft to take account of these comments.

Student Learning Outcome (include in syllabus under 'outcomes')

Students will demonstrate strategic written communication that is informed by rhetorical situation, audience, genre, and purpose.

General Education Express Submission Form for Written Communication Courses

Submitted by: ___Sandy Richter_____ Date: __3/3/2026__

Course number: RS-101___ Course name: __The Pentateuch: Deuteronomy__

Is this [] a template for all instructors, or [X] specific to one instructor?

Was this course already approved as a Writing Intensive course under the earlier GE requirement? [] yes

Please comment or mark on an attached syllabus (“#1,” “#2”, and so on) where each certification criterion is met, with comments that explain the connection if it is not obvious and that list course activities (lectures, readings, assignments, etc.) that address it.

Each certification criterion is highlighted and labeled in the attached syllabus and Project Evaluation Form. Know that both peers and professor fill out the Project Evaluation forms. Of course mine counts more!

- [] #1 Syllabus explicitly identifies the course as a written communication course, and it clearly defines expectations for performance.
- [] #2 Informs students that their writing will be evaluated for rhetorical awareness (audience-centered appeals), rhetorical sensitivity and mobility (discipline-appropriate language use), content/message, form/organization (structure, transitions), and style (grammar/syntax/punctuation, artfully constructed sentences).
- [] #3 The course requires sufficient writing: at least four writing assignments totaling at least 4000 words.
- [] #4 Writing is spread throughout the course in a sequence of related assignments rather than concentrated in a large paper at the end. (These activities may include journal writing, article reviews, essays, research papers, scientific lab reports, business reports and plans, paper revision and editing assignments, revisions of sections within a term-length project, peer reviewing and editing, etc.)
- [] #5 The course provides significant writing instruction or includes a substantive assignment in which students submit at least one draft for comments from the professor and then revise the draft to take account of these comments.
- [] #6 Syllabus includes this Student Learning Outcome: “Students will demonstrate strategic written communication that is informed by rhetorical situation, audience, genre, and purpose.”

Procedure: If you can, please discuss submissions as a whole department before submitting. The GE committee prefers you use the *comment* feature in Word to annotate the syllabus, but if it saves you time and trouble you can scan a (legibly) marked up hard copy. Email this form and your syllabus to tnazarenko@westmont.edu.

Thank you!

(other requirements' GE submission instructions are at www.westmont.edu/office-provost/educational-effectiveness/general-education/ge-committee/submission-instructions)