Appendix F

**GT PATHWAYS: WRITTEN COMMUNICATION**

**GT-CO1 (pages 2-3)**

**GT-CO2 (pages 4-5)**

**GT-CO3 (pages 6-7)**

**State-level Goal:** The general education requirement in Written Communication is designed to help students:

• Develop the ability to use the English language effectively.

• Read and listen critically.

• Write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Written Communication sequence assumes that writing is a recursive process. Thus, the intermediate and advanced writing courses reinforce, deepen, and extend the content of their prerequisite courses.

In GT-CO1 and GT-CO2 courses, students learn how to summarize, analyze, and synthesize the ideas of others. In GT-CO3 courses, students learn more sophisticated ways of communicating knowledge. The GT-CO3 course allows for teaching writing in the context of a specific discipline.

Institutional core curricula and placement processes will direct students to fulfill the general education Written Communication requirement by either taking an introductory writing course (GT-CO1) followed by an intermediate writing course (GT-CO2) or an intermediate writing course (GT-CO2) followed by an advanced writing course (GT-CO3).

**Below are the REQUIRED Syllabus Statement Language for direct inclusion in each type of GT-CO course syllabus. This includes Content Criteria and Competencies.**

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-CO1 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-CO1** This ENG 101 course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Written Communication

The Colorado Commission on Higher Education has approved **ENG 101** for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-CO1 WRITTEN COMMUNICATION CONTENT CRITERIA:**

This GT Pathways Written Communication [GT-CO1]course is designed to:

1. Develop Rhetorical Knowledge
2. Focus on rhetorical situation, audience, and purpose.
3. Read, annotate, and analyze texts in at least one genre of academic discourse.
4. Use voice, tone, format, and structure appropriately.
5. Write and read texts written in at least one genre for an academic discourse community.
6. Learn reflective strategies
7. Develop Experience in Writing
8. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
9. Learn to critique one’s own work and the work of others.
10. Develop Critical and Creative Thinking
	1. Identify context.
	2. Present a position.
	3. Establish a conclusion indicated by the context that expresses a personal interpretation.
11. Use Sources and Evidence
	1. Select appropriate evidence.
	2. Consider the relevance of evidence.
12. Develop Application of Composing Conventions
	1. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
	2. Use appropriate vocabulary, format, and documentation.

**GT-CO1 Written Communications Competencies & Student Learning Outcomes**

## [*Written Communication Competency*](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html)

## Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

***Student Learning Outcomes (SLOs)***

*Students should be able to:*

1. **Employ Rhetorical Knowledge**
2. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
3. **Develop Content**
4. Create and develop ideas within the context of the situation and the assigned task(s).
5. **Apply Genre and Disciplinary Conventions**
6. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
7. **Use Sources and Evidence**
8. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9. Follow an appropriate documentation system.
10. **Control Syntax and Mechanics**
11. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-CO2 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-CO2** This ENG 102 course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Written Communication

The Colorado Commission on Higher Education has approved **ENG 102** for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO2 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-CO2 WRITTEN COMMUNICATION CONTENT CRITERIA:**

This GT Pathways Written Communication [GT-CO2] course is designed to:

1. Deepen Rhetorical Knowledge
2. Focus on rhetorical situation, audience, and purpose.
3. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
4. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.
5. Practice reflective strategies.
6. Deepen Experience in Writing
7. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
8. Critique one’s own and other’s work.
9. Deepen Critical and Creative Thinking
10. Evaluate the relevance of context.
11. Synthesize other points of view within one’s own position.
12. Reflect on the implications and consequences of the stated conclusion.
13. Use Sources and Evidence
	1. Select and evaluate appropriate sources and evidence.
	2. Evaluate the relevance of sources to the research question.
14. Deepen Application of Composing Conventions
	1. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
	2. Use specialized vocabulary, format, and documentation appropriately.

**GT-CO2 COMPETENCIES & STUDENT LEARNING OUTCOMES**

[*Written Communication Competency*](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html)

## Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

***Student Learning Outcomes (SLOs)***

*Students should be able to:*

1. **Employ Rhetorical Knowledge**
2. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
3. **Develop Content**
4. Create and develop ideas within the context of the situation and the assigned task(s).
5. **Apply Genre and Disciplinary Conventions**
6. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
7. **Use Sources and Evidence**
8. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9. Follow an appropriate documentation system.
10. **Control Syntax and Mechanics**
11. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

**REQUIRED Syllabus Statement Language for direct inclusion in all GT-CO3 course syllabi is below this line. This includes Content Criteria and Competencies.**

**GT-CO3** This ENG [###} course satisfies the Guaranteed Transfer (GT) Pathways Requirements for Written Communication

The Colorado Commission on Higher Education has approved [ENG *& number*] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

This designation verifies the following Content Criteria and Competencies are met in this course.

**GT-CO3 WRITTEN COMMUNICATION CONTENT CRITERIA:**

The content of a GT Pathways Written Communication [GT-CO3] course shall be designed to:

1. Extend Rhetorical Knowledge
	1. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.
	2. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.
	3. Learn more sophisticated ways to communicate knowledge to appropriate audiences.
	4. Apply reflective strategies to the synthesis, communication, and creation of knowledge.
2. Extend Experience in Writing
	1. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.
	2. Critique one’s own and other’s work, including the work of professional writers and/or scholars.
3. Extend Critical and Creative Thinking
	1. Reflect on the implications and consequences of context.
	2. Incorporate alternate, divergent or contradictory perspectives or ideas within one’s own position.
	3. Extend and complicate the consequences of the stated conclusion.
4. Use Sources and Evidence
	1. Select, evaluate, and synthesize appropriate sources and evidence.
	2. Use discipline-appropriate criteria to evaluate sources and evidence.
5. Extend Application of Composing Conventions
	1. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.
	2. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.

**GT-CO3 WRITTEN COMMUNICATION COMPETENCIES & STUDENT LEARNING OUTCOMES**

[*Written Communication Competency*](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html)

## Competency in written communication is a student’s ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

***Student Learning Outcomes (SLOs)***

*Students should be able to:*

1. **Employ Rhetorical Knowledge**
2. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
3. **Develop Content**
4. Create and develop ideas within the context of the situation and the assigned task(s).
5. **Apply Genre and Disciplinary Conventions**
6. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
7. **Use Sources and Evidence**
8. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
9. Follow an appropriate documentation system.
10. **Control Syntax and Mechanics**
11. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.