

Criteria for Gen Ed Courses Offered in Substitution for Writing Sequence Courses (ENC 1101, LIT 2110, LIT 2932)

General Qualifying Criteria:

- (1) Any course proposed in substitution for ENC 1101, LIT 2110, or LIT 2932 must include significant writing instruction and the evaluation of multiple writing assignments.
- (2) The proposed course must employ complex texts as the occasion for teaching students textual analysis, critical thinking, and reasoned argument, both written and spoken.
- (3) The proposed course must provide students opportunities to practice formal as well as informal speech; it should include instruction and evaluation designed to improve students' skills as speakers.
- (4) The proposed course must include a research component.

Specific Qualifying Criteria, Course by Course:

ENC 1101: A course proposed to substitute for ENC 1101 must meet all the criteria above and must also provide students an introduction to the research process and the conventions of scholarly documentation.

LIT 2110: A course proposed to substitute for LIT 2110 must meet all the criteria above and must also provide a general introduction to literature in three genres: fiction, poetry, and drama.

LIT 2932: A course proposed to substitute for LIT 2932 must meet all the criteria above and engage students in the focused investigation of a particular topic, providing them advanced practice in analysis and argument.

Courses proposed in substitution for ENC 1101, LIT 2110, or LIT 2932 will serve to approach (at minimum) the following Central Student Outcomes of General Education:

Students should be able to **think critically, reason soundly, and argue effectively**, as demonstrated by the ability

- to analyze arguments according to standard criteria;
- to assume and defend a position on a given topic;
- to use systematic processes, including the collection and analysis of evidence to form and support conclusions;
- to read and analyze complex texts;
- to make productive sense of rhetorical devices and modes of inference.

Students should be able to **communicate effectively**, as demonstrated by the ability

- to write coherent analytical and persuasive papers using effective expression;
- to speak with clarity and organization of thought;
- to address diverse audiences thoughtfully, precisely, and appropriately.