

**University of Illinois at Springfield**  
**General Education Council**  
**Course Approval Criteria**  
**Category: Written Communication**

To seek general education course approval, faculty or programs must complete two forms:

- UIS New Course Proposal and Change Form
- General Education Checklist

Forms are available at: <http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

Forms and a syllabus for the course should be submitted to the appropriate college curriculum committee, then to the dean, and finally to the Office of Undergraduate Education (PAC525) for distribution to the General Education Council. For questions, please contact Dr. Karen Moranski, Office of Undergraduate Education (206-7413 or [kmora1@uis.edu](mailto:kmora1@uis.edu)). The recommended UIS Syllabus Template is available at:

<http://www.uis.edu/generaleducation/curriculum/facultyforms.html>

### **General Information on Lower Division General Education**

Below is a checklist of criteria that faculty teaching lower division courses should meet:

## **Lower Division Gen. Ed. Requirements**

**My course is 100 or 200 level and provides introductory information or overviews rather than knowledge that is highly specific to a particular discipline or degree program;**

**My course is a 3-hour course, except for composition, laboratory science, and some math courses, which may be 4 hours.**

**My course is available and accessible to all students, regardless of major, and a student's prior knowledge of the topic or discipline(s) addressed in the course is *not* assumed.**

**My course meets selected Baccalaureate Learning Outcomes for Goals 1-4, and, whenever possible, selected outcomes for Goal 5, Engaged Citizenship. (Baccalaureate Goals and Learning Outcomes are listed below.)**

**My course meets selected category outcomes, listed below.**

The General Education Council will use the above criteria in making determinations about the appropriateness of the course for the general education curriculum. For the GEC to make a positive determination, the above requirements should be visible in the syllabus. On the General Education Checklist, you will be asked to indicate that your course meets the above criteria. Feel free to use space on that form to explain how the proposed course meets these criteria.

### **Baccalaureate Goals and Learning Outcomes**

#### **1. Discovery of Knowledge**

- a. Reading baccalaureate-level materials effectively, reflecting comprehension and synthesis.
- b. Exhibiting a knowledge of and ability to effectively locate, evaluate, interpret, and use information.
- c. Exhibiting a knowledge of and ability to use information and communication technologies.

#### **2. Integration of Knowledge**

- a. Engaging in critical thinking by analyzing, evaluating, and articulating a range of perspectives to solve problems through informed, rational, decision-making.
- b. Differentiating the approaches that underlie the search for knowledge in the arts, humanities, natural sciences, history, or social and behavioral sciences.

#### **3. Application of Knowledge**

- a. Exhibiting a knowledge of and ability to use contemporary technologies.
- b. Identifying, interpreting, and analyzing quantitatively presented material and solve mathematical problems.
- c. Constructing intellectual projects independently and work effectively in collaboration with others

#### **4. Communication of Knowledge**

- a. Expressing ideas, facts and arguments in a written format that depicts competency in the use of syntax, organization, and style appropriate to the audience.
- b. Exhibiting effective oral communication skills, paying attention to content and audience.

#### **5. Engaged Citizenship**

- a. Recognizing the social responsibility of the individual within a larger community.
- b. Practicing awareness of and respect for the diversity of cultures and peoples in this country and in the world.

- c. Reflecting on the ways involvement, leadership, and respect for community occur at the local, regional, national, or international levels.
- d. Identifying how economic, political, and social systems operate now and have operated in the past.
- e. Engaging in informed, rational, and ethical decision-making and action.
- f. Distinguishing the possibilities and limitations of social change.

## English 101

### **Category Overview**

*The goals of the ENG101 general education requirement are:*

To introduce and develop an understanding of academic writing as a process that requires: critical thinking and rhetorical analysis; peer collaboration; multiple drafts and revisions; multiple invention strategies; identification of the rhetorical exigencies—audience, purpose and authorial persona; use of purposeful evidence in support of claims; development of warrants to clarify relations between evidence and claims; knowledge of editing, proof-reading, and polishing in producing college-level writing.

### **Criteria**

#### **Required learning objectives**

*ENG101 courses should help students meet as many as possible of the following learning objectives:*

- Practice skills in
  - Critical thinking about and rhetorical analysis of texts (both published and student-generated)
  - Peer collaboration
  - Drafting and revising
  - Invention strategies
  - Identifying audience, purpose, and persona
  - Selecting and developing evidence in reference to specific claims
  - Editing, proof-reading, and polishing;
- Create four major writing assignments, ranging from expressive to argumentation;
- Develop an increased capacity for critical thinking and rhetorical analysis;
- Develop an increased capacity to read closely, to collect evidence, and to infer claims.

#### **Preferred course features**

*ENG101 courses are encouraged that help students:*

- Employ appropriate use of information technology and computer applications;
- Analyze texts in regard to the social and behavioral influences that suggest cause and effect relationships between and among individuals, between individuals and institutions, and between the individual and the community;
- Practice awareness of and respect for the diversity of cultures and peoples in this country and in the world.

## English 102

### **Category Overview**

*The goals of the ENG102 general education requirement are:*

This course should help students demonstrate critical thinking through the analysis and interpretation of college-level texts; articulate complex ideas in writing in reference to a specific audience and purpose; synthesize ideas from a variety of resources; work collaboratively to analyze and interpret texts and to improve writing skills; employ effective research tools, whether technological, textual, or collaborative; generate texts through invention strategies; differentiate and employ macro- and micro-revision processes and techniques.

### **Criteria**

#### **Required learning objectives**

*ENG101 courses should help students meet as many as possible of the following learning objectives:*

- To practice and hone skills in
  - Demonstrating critical thinking through the analysis and interpretation of college-level texts
  - Articulating complex ideas in writing in reference a specific audience and purpose
  - Synthesizing ideas from a variety of resources, both primary and secondary
  - Working collaboratively to analyze texts and to improve writing skills
  - Employing effective research tools through a variety of resources
  - Employing invention strategies to generate texts
  - Differentiating and employing macro- and micro-revision processes and techniques;
- Research and write at least one substantive, argumentative essay with appropriate documentation and citation;

- Practice a variety of research methods and techniques including collection and analysis of source material in writing;
- Employ appropriate use of information technology and computer applications;
- Practice developing fruitful research questions and problems and the ability to identify resources that might address them;
- Practice skills in collecting, categorizing, and organizing data and evidence in reference to an overarching idea or thesis and a specific purpose and audience.

**Preferred course features**

*ENG102 courses are encouraged that help students:*

- Use appropriate methods of critical thinking and quantitative reasoning to solve problems and engage in informed, logical decision-making.
- Construct intellectual projects independently and in collaboration with others.
- Practice awareness of and respect for the diversity of cultures and peoples in this country and in the world.
- Engage in open-minded and ethical decision-making and action.