

General Education Advanced Writing (AW) Recertification Process

One of the provisions in the general education program is that all general education labeled courses (AW, FYI, D, P, W) be recertified every five years. The process is not intended to be cumbersome but will help maintain the integrity of the Gen Ed Curriculum.

If a department wishes a course to retain the “AW” Gen Ed label, the department must submit each existing AW course to the review process described below during the fall of the year designated for recertification of its courses. The timing of each department’s general education recertification coincides with the PASSHE Five-Year Program Review. The Associate Provost for Academic Administration or designee will send a reminder to department chairs about the need to submit courses for recertification.

- 1) For an existing course to retain the “AW” label, the department offering the course must demonstrate how it will meet each of the specific criteria (see below) defining a AW course as outlined in the Governance and Policies. The department will submit to the chair of UCPRC (electronically) the following recertification documents for each course:
 - a) A brief recertification/evaluation form. (Included at the end of this document.)
 - b) A course syllabus.
 - c) Any supporting documentation the instructor/department feels is needed to support the recertification.
- 2) The chair of UCPRC distributes the submitted certification documents to the Writing Sub-committee of UCPRC for review.
- 3) The Writing Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a) Approval of the “AW” label for the course as presented.
 - b) Approval of the “AW” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c) Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited review process.
- 4) The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson.

The above process is used only for courses which already carry the “AW” Gen Ed label. Courses that wish to add the “AW” label or newly proposed courses that wish to include the “AW” label will need to follow the appropriate course approval process found at <http://www.millersville.edu/assocprovost/UGcurrchange.php>

Guidelines for the Advanced Writing Requirement

Description of AW course: Advanced Writing courses expand the foundation of first-year composition skills, address the rigors of discourses across the disciplines, and focus upon the rhetorics of professional communication. Advanced Writing courses emphasize pedagogies that present writing as behaviors, habits of mind—not formulae for producing texts. A dynamic, creative *ethos* should guide Advanced Writing courses: an instructional emphasis on continual learning and refinement of effective writing behaviors—a sense that, while the products of composing may be completed, the processes for becoming better writers never end.

Advanced Writing Course Criteria

- Project assignments that require students to compose in at least THREE types of writing distinctive in their audience and/or structural demands. (For example: reports, memoranda, brochures, procedures, article.)
- Project assignments that require students' attention to field-specific design and layout principles. (For example: tables, bullets, graphics, headings and subheadings.)
- Writing projects that require students to strategize research processes, interpret professional publications or original research, and compose arguments typical of students' discipline, (For example: case studies, grant requests, and/or proposals.)
- Informal expressive, reflective, and/or observational writing tasks throughout the semester in which students may test and articulate their perceptions in a low-risk environment. (For example: journals, summaries, logs, responses to class readings or presentations, reflections on the course.)
- Writing projects addressed to at least THREE distinctive audiences, such as, but not limited to, fellow specialist readers; informed non-specialists who may have a related professional or civic interest in the issue under consideration; and the general public or sub-group of the public, such as parents, students, or members of a particular community. Ideally, student would be directed toward opportunities for publication or circulation of their final work.
- Assignments that allow students to analyze and interpret distinct rhetorical situations and identify and implement effective choices of purpose, content, expression, development, audience awareness, conventions, and language use for those contexts.
- Assignments that demonstrate instructional attention to each phase in the full writing process, which may be facilitated with informal or formal assessment:
 - a. *invention* (For example: freewriting, looping, clustering, listing, outlining, brainstorming individually and in groups, using the *topoi* to discover ideas);
 - b. *arrangement* (For example: outlines, discovery drafts, descriptive outlines that assess organization in existing texts);
 - c. *composition* (tentative drafts in response to requests for specific kinds of writing);
 - d. *revision* (evidence in drafts of the same document that reveal students' returning to the draft and "seeing" it again to evaluate the focus, development, and arrangement--revising according to those needs); and
 - e. *editing* (textual evidence that students have distinguished errors and inappropriate word choices that detract from the meaning and effectiveness of a document in the given disciplinary context).
- Opportunities for collaborative writing that mirrors field-specific activities, such as team proposals or group program development projects.
- Definition of appropriate ethical standards and practices for written work in the particular discipline, with specific attention to the issue of plagiarism.
- At least TWENTY pages of revised documents appropriate for the discipline. Instructors are advised to mix expectations for lengths: short (one to two pages), middle length (five to six pages), and longer, sustained documents (12-15 or more pages).

Request for Re-Certification of "AW" Label

Subject & Course Number	Course Title

Department	Proposal Representative	Contact E-mail	Phone Extension

Approval/Submission Record:

Committee	Chair	Signature	Date Received	Date Approved
Department				
UCPRC				

Please indicate (Y or N) whether each requirement is identified in the syllabus. If YES, please use TextEdit, Comment, highlight, or label to detail alignment of the course and "AW" Objectives within the syllabus. If NO, please explain at the end of the re-certification application how those objective(s) will be met.

Advanced Writing Course Criteria	Syllabus
Assignments that require students to compose in at least THREE types of writing distinctive in their audience or structural demands.	
Assignment that requires students' attention to field-specific design and layout principles.	
Writing assignments that require students to strategize research processes, interpret professional publications or original research, and compose arguments typical of students' discipline.	
Informal writing tasks in which students may test and articulate their perceptions in a low-risk environment.	
Assignments that require students to address THREE distinctive audiences.	
Assignments that allow students to analyze and interpret distinct rhetorical situations and identify and implement effective choices of purpose, content, expression, development, audience awareness, conventions, and language use for those contexts.	
Assignments that demonstrate each phase in the full writing process:	
a) Invention	
b) Arrangement	
c) Composition	
d) Revision	
e) Editing	
Opportunities for collaborative writing that mirrors field-specific activities, such as team proposals or group program development projects.	
Definition of appropriate ethical standards and practices for written work in the particular discipline, with specific attention to the issue of plagiarism.	
At least TWENTY pages of revised documents appropriate to the discipline.	

Please acknowledge the course helps students achieve the established Advanced Writing competencies.

<i>Upon successful completion of an Advanced Writing Course students will be able to:</i>	<i>Initial</i>
i) Demonstrate flexibility in applying the writing process to a variety of communication contexts.	
ii) Understand rhetorical situations and multicultural contexts and respond to the demands of both in preparation of texts.	
iii) Demonstrate enhanced fluency and distinctiveness in writing style.	
iv) Apply rhetorical principles to real-world situations in the academy, at work, and in the community.	
v) Effectively employ technologies to create and support texts.	

Please attach a copy of the course syllabus that documents how this course meets the expectations of an AW course. For any objective that is not clearly stated or described in the syllabus (marked NO above), please explain below.