

## GENERAL EDUCATION—PART 2 of 3

Old Dominion University

### EXPECTED OUTCOMES

(completed form with all attachments should be sent to Judy Bowman,  
Office of Academic Affairs, 2020 Koch Hall or e-mail to jbowman@odu.edu)

#### General Education Requirement #1 Written Communication Skills 100 level

Request for: ☐ New course ☐ Course change ☐ Course inactivation ☐ Course recertification

Evaluate as: ☐ Skill ☐ Ways of knowing ☐ Writing intensive course ☐ Requirement met in major\*

Met by the following course(s) (list SUBJ/CRSE# and TITLE):

\*List and submit Part 2 and Part 3 attachments for all courses that will be used to satisfy the requirement

Describe how each expected outcome will be met by this course or attach completed matrix. Use as much space as necessary (table will expand).

Expected Outcome (#1 Written Communication Skills 100 level)	This section must be completed for all courses that are used to meet the requirement		Complete only if reqmt is met by <u>more than one</u> course	
	Specific Course Content	Instructional Activity/ Assignments/Testing	Specific Course(s) (SUBJ/CRSE#)	Weight (e.g., % of grade, # hrs of instr.)
<i>Develop rhetorical knowledge by:</i> <ul style="list-style-type: none"><li>• <i>Becoming aware of how writing and rhetorical conventions change according to audience and purpose</i></li><li>• <i>Practicing purposeful shifts in structure, content diction, tone, formality, design in accordance with the rhetorical situation</i></li></ul>				

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<p><i>Develop critical thinking, reading, and information literacy skills by:</i></p> <ul style="list-style-type: none"> <li>• <i>Practicing a variety of close reading strategies, including pre-reading, activating background knowledge, making predictions, annotating, recognizing organizational patterns and types of support, and expanding vocabulary</i></li> <li>• <i>Using writing as a tool for critical thinking and reflection, especially as relates to their own writing, reading, and learning experiences</i></li> <li>• <i>Differentiating between different kinds of sources and discern their appropriateness for use in specific rhetorical contexts</i></li> <li>• <i>Critically evaluating and ethically utilizing online writing and research tools, like grammar checkers, bibliography creators, and OpenAI language models</i></li> <li>• <i>Incorporating sources into writing through summary, paraphrase, and quotations for purposes of interpretation, synthesis, response, and critique</i></li> <li>• <i>Understanding the basic principles of citation, the different types of plagiarism, and the academic integrity expectations of ODU</i></li> </ul>				

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<p><i>Develop transferable strategies for writing processes by:</i></p> <ul style="list-style-type: none"> <li>• <i>Studying the foundational principles of Writing Studies and how they apply to their writing in this course, other courses, and their writing outside the university</i></li> <li>• <i>Reflecting on all stages of the writing process to include how and why they can be adopted, modified, and used in different contexts now and in the future</i></li> <li>• <i>Developing drafting and feedback skills through self reflection, peer review, and one-on-one conferences with the instructors</i></li> </ul>				
<p><i>Develop knowledge of conventions by:</i></p> <ul style="list-style-type: none"> <li>• <i>Developing an understanding of linguistic structures, including grammars, punctuation, and spelling and how these are tied to audience, context, and culture</i></li> <li>• <i>Practicing genre conventions for structure, paragraphing, tone, and mechanics and how these vary according to audience and context</i></li> <li>• <i>Understanding the concepts of intellectual property that motivate documentation conventions and academic citation styles</i></li> </ul>				

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<p><i>Develop skills of student success and campus literacy by:</i></p> <ul style="list-style-type: none"> <li>• <i>Acquiring transferable skills for future classes to include time management, prioritization of tasks, note taking, study strategies, interpreting assignment sheets, and adapting to various teaching styles</i></li> <li>• <i>Exploring the various social and supportive opportunities available on campus and/or online including academic tutoring and the Writing Center to cultivate a sense of identity and belonging as an ODU student</i></li> <li>• <i>Building resilience as a student through mindfulness and reflection</i></li> </ul>				
Attachments included:				