GT Pathways Written Communication –

Advanced Writing Course (GT-CO3)

**The following statement must be copied and pasted verbatim into each instructor’s syllabus**

***(replace the text in red with your course subject code & number)*:**

The Colorado Commission on Higher Education has approved **XXXX ####** 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>.

**The following required Written Communication GT Pathways (GT-CO3) content criteria shall be either: 1) copied and pasted verbatim into each instructor’s syllabus, OR 2) mapped to the institution’s own content criteria in each instructor’s syllabus:**

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

***(Instructions continued next page)***

**The following Student Learning Outcomes (SLOs) for the required GT-CO2 competencies shall be either: 1) copied and pasted verbatim into each instructor’s syllabus, OR 2) mapped to the institution’s own competencies and SLOs in each instructor’s syllabus:**

***Written Communication***

Employ Rhetorical Knowledge

1. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

Develop Content

1. Create and develop ideas within the context of the situation and the assigned task(s).

Apply Genre and Disciplinary Conventions

1. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

Use Sources and Evidence

1. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
2. Follow an appropriate documentation system

Control Syntax and Mechanics

1. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

**The** [**CDHE GT Pathways Course Submittal Form & Institutional Verification**](http://highered.colorado.gov/Academics/Transfers/gtPathways/Submittal%20Form/Submittal_Form_GTP_Curriculum_FINAL_WRIT_COMM_GT_CO3.docx) ***(4 pages)* must be completed (except Provost’s signature on page 4, section V) for each GTP course. In Section IV, explain how your department will ensure that the required GTP information above is included on each instructor’s syllabus for every section of the course and how this is regularly communicated to teaching faculty.**