April 15, 2008

To: Executive Committee  
Faculty Senate

From: Valerie Balester, Chair  
W Course Advisory Committee

CC: J. Martyn Gunn, Dean of Undergraduate Students

RE: Request for consideration of proposal to adopt Communication (C) course option

The W Course Advisory Committee voted to endorse the attached proposal to satisfy the writing requirement for graduation with one Communication (C) and one Writing (W) course or with two W courses.

The W Course Advisory Committee requests that the proposal be put forward to the Faculty Senate for consideration.
Proposal to Implement Communication Courses in the Disciplines at Texas A&M

The W Course Advisory Committee proposes that the Texas A&M modify the W course requirement to allow the option of including courses which stress oral and electronic communication skills when appropriate to the major. Specifically, we propose that a Communications (C) course be added as an option for the second graduation requirement, so that a TAMU student may take two Writing (W) courses or one W and one C course.

The intent is to offer faculty more choice and to offer students more options for improving writing and communication skills. Whether the communication skills being mastered are written or oral, in electronic or printed format, they require knowledge of edited or spoken standard American English and of basic skills such as organization, audience accommodation, development of evidence, argument, and use of visual elements. For some disciplines and professions, being able to communicate orally and in forms such as posters or oral presentation slides is as crucial to future success as being able to write essays, articles, or reports.

Support for C Courses
The University Writing Center is prepared to provide basic support for C courses by training consultants to work with oral presentations, podcasts, Web sites, and visual rhetoric and by providing resources on matters such as pointers for creating Web sites, oral presentation slides, or posters. We can offer workshops to train faculty in best practices in teaching these forms of communication. We currently have information on the Web site about writing email messages, posters and slides for oral presentations (in PowerPoint for example), and about document design. At present, we have one available space in the University Writing Center for practicing presentations, and we are cooperating with University Libraries to create at least one more. With appropriate increases in our fees, we can hire graduate students or professional staff with credentials in broader areas of communication and perhaps, given space, create a communications lab with equipment for creating video and audio as well as for practicing oral presentations.

The Communications Course Option
Communications (C) requirements would include electronic or oral communication, where “electronic communication” includes Web sites, videos, podcasts, and other broadcasting media. C courses should be specific to and relevant to the major and should follow the same basic guidelines established for W courses, including the requirement that students receive instruction and formative feedback that helps them improve graded performances. Student must receive instruction on oral communication and be given a chance to practice and receive feedback on oral presentation before a grade is assigned. For example, feedback can be given on scripts of oral presentations and on written versions of slides.

We have attached two sample syllabi to illustrate C courses.

The table below outlines the differences between a W and a C course.
### Requirements for W and C Courses

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Current W Course</th>
<th>Proposed C Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of grade based on graded written, oral, or electronic communication for 3-credit course</td>
<td>33 written*</td>
<td>33 either written or oral, in the proportion decided by the course proposer**</td>
</tr>
<tr>
<td>Type of assignments</td>
<td>Writing significant to and essential for the major</td>
<td>Written and oral or electronic projects significant to and essential for the major</td>
</tr>
<tr>
<td>Minimum word count/minutes of finished, graded work</td>
<td>2000 words (8 pages) minimum*</td>
<td>1250 words (5 pages) written minimum and 5 minutes oral or electronic presentation minimum. Oral communication may include video or podcasts. Written communication may include scripts, posters, oral presentation slides, Web sites, or handouts. Visuals should be considered an important component of these forms of writing.**</td>
</tr>
<tr>
<td>Instruction</td>
<td>Some writing instruction, not just the assignment of writing with comments on finished products.</td>
<td>Some instruction in both writing and public speaking or other forms of electronic communication, as needed for students to complete assignments, not just the assignments with comments at the end of the process</td>
</tr>
<tr>
<td>Formative feedback</td>
<td>Required on major projects on works in progress</td>
<td>Required on major projects on works in progress; formative feedback on oral presentations may come in the form of practice runs, scripts, slides, or outlines.</td>
</tr>
<tr>
<td>Passing standards</td>
<td>Must complete written assignments for W credit</td>
<td>Must complete communication assignments for C credit</td>
</tr>
<tr>
<td>Collaborative projects</td>
<td>No more than 30% of the graded writing; collaborative process is monitored for quality control and individual effort</td>
<td>No more than 30% of the graded communication projects or writing; collaborative process is monitored for quality control and individual effort.</td>
</tr>
</tbody>
</table>

* Does not generally include oral presentation slides or essay examinations unless they are a very minor percentage of the grade and other written products are required. Specifically, a one-credit course should base at least 80% (preferably more) of the final course grade on written products; a three-credit course, at least 33%, and a 4-credit course, at least 25%.

** Does not generally include essay examinations unless they are a very minor percentage of the grade and other written documents are required. Specifically, a one-credit course should base at least 80% (preferably more) of the final course grade on written or oral products; a three-credit course, at least 33%, and a 4-credit course, at least 25%.
Barbara Gastel, MD, MPH
Office Hours: Tuesdays (TBA), Wednesdays (TBA),
47G Veterinary Teaching Hospital
845-6887 (office), 846-7962 (home)
whenever else door is open,
E-mail: bgastel@cvm.tamu.edu and by appointment

BIMS ____ .500 (3 credits)
MEDICAL UNDERSTANDING THROUGH NARRATIVE
(Semester TBA)
Tuesdays and Thursdays, (75 minutes, time TBA)
(Room TBA)

This course, which entails mainly reading and discussing narrative nonfiction on medically related topics, is designed largely to help you deepen and broaden your understanding of human and veterinary medicine. It also is intended to strengthen your analytical and critical abilities and to help you continue refining your communication skills. Because BIMS ____ is a Communications (C) course, instruction and practice in writing and speaking will be emphasized, and discussions in the course will address both the content and the crafting of the readings.

The readings for this course include five books:

- *The Medical Detectives*, by Berton Roueché (1991)
- *All Creatures Great and Small*, by James Herriot (1972)

Some shorter readings also will be assigned.
Discussions are a central part of this course. Because much of your and others' learning will depend on your participation, you are expected to attend class regularly. Only in case of university-excused absence should more than two sessions be missed.

The graded assignments, and the percentages of your final grade that they constitute, are as follows:

- short writing assignment 1 (about 500 words) 15%
- short writing assignment 2 (about 500 words) 20%
- final project
  - oral presentation (8 minutes) 20%
  - handout (1 page) 10%
  - written version (1000 to 1500 words) 35%

Deadlines and instructions are provided on the schedule below, and further explanation will be provided in class. All assignments, including drafts, are due at the beginning of class on the date indicated. If a draft is late, 10 points will be deducted from your grade on the assignment. For the final version of each assignment, 10 points will be deducted for submitting the assignment later the day it is due, and an additional 10 points will be deducted for each subsequent day the assignment is late. If you will be submitting an assignment late for university-excused reasons, please tell the instructor as soon as possible.

Grading will be as follows:

- A  90-100  (highly professional or otherwise outstanding)
- B  80-89  (very good; approaching professional quality)
- C  70-79  (adequate)
- D  60-69  (marginal)
- F  <60  (unacceptable)

For all assignments, both content and crafting will be considered. Further information on criteria for grading will be provided in class.
Final grades will be based on the writing assignments. However, outstanding class participation may increase your grade slightly. Excessive unexcused absences may decrease your grade.

The success of a course such as this one depends on contributions from the students as well as from the instructor. Suggestions for making the course more educational and more enjoyable are appreciated at any time.

**TENTATIVE SCHEDULE**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Main Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit I: Medical Mystery Tales</strong></td>
</tr>
<tr>
<td>1</td>
<td>Introductions: The Course, the Participants, and the Unit</td>
</tr>
<tr>
<td></td>
<td>In-Class Reading: Some Medical Mystery Tales</td>
</tr>
<tr>
<td>2</td>
<td>Discussion: Reading for Today</td>
</tr>
<tr>
<td></td>
<td>Introduction: Writing Effectively for the Public about Medicine</td>
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<tr>
<td></td>
<td>Introduction: First Writing Assignment</td>
</tr>
<tr>
<td></td>
<td><em>Main Reading Due: Chapters 1-8 in Roueché</em></td>
</tr>
<tr>
<td>3</td>
<td>Discussion: Reading for Today</td>
</tr>
<tr>
<td></td>
<td>Presentation/Discussion: Some Information Sources in Medicine and Public Health</td>
</tr>
<tr>
<td></td>
<td>Discussion: Plans for First Writing Assignment</td>
</tr>
<tr>
<td></td>
<td><em>Main Reading Due: Chapters 9-18 in Roueché</em></td>
</tr>
</tbody>
</table>
Note: Students are encouraged to meet individually with the instructor during this week or the next 2 weeks. A sign-up sheet will be provided.

4 Discussion: Reading for Today

Discussion: Progress Reports—First Writing Assignment

*Main Reading Due: Chapters 19-25 in Roueché; selected items from MedlinePlus (medlineplus.gov) and from the Web site of the Centers for Disease Control and Prevention (www.cdc.gov)*

Unit II: Tales of Medical Education

5 Initial Discussion: Writing Due Today

Introduction to the Unit

Discussion: Reading for Today

*Main Reading Due: Prologue and Chapters 1-3 in Ofri*

**Writing Due: Draft of Short Assignment #1 (about 500 words)**

Please do one of the following:

- For one of the disorders dealt with in *The Medical Detectives*, provide an update on medical knowledge.
- Analyze "The Secret in the Marrow" by Daniel C. Weaver (*Discover*, January 1994) with regard to techniques used to make it clear and engaging.

6 Discussion: Reading for Today

Discussion: Providing Feedback on Drafts

Small-Group Workshop: Draft Due at Previous Session

*Main Reading Due: Chapters 4-7 in Ofri*
7
Discussion: Reading for Today
Discussion: Health-Professional Education

Main Reading Due: Chapters 8-15 and Epilogue in Ofri
(Instructor is to return drafts, with comments written on them, today.)

8
Discussion: Reading for Today

Main Reading Due: assorted essays, from the “A Piece of My Mind”

section of JAMA, on experiences in medical education

9
Discussion: Writing Assignment Due Today
Discussion: Reading Due Today

Main Reading Due: other essays on experiences in medical education

Writing Due: Final Version of Short Assignment #1 (about 500 words)

10
Discussion: Reading Due Today
Introduction: Options for Next Writing Assignment
Discussion: Basics of Interviewing—Clinical and Journalistic

Main Reading Due: excerpts from selected memoirs of medical education

(for example, by Michael J. Collins, Katrina S. Firlrik, Pamela Grim, and Perri Klass)

Unit III: Tales from Veterinary Practice

11
Introduction to the Unit
Discussion: Reading Due Today
Discussion: Plans for Next Writing Assignment
Main Reading Due: Chapters 1-12 in Herriot

12 Discussion: Reading Due Today

Progress Reports: Next Writing Assignment

Main Reading Due: Chapters 13-28 in Herriot

13 Initial Discussion: Writing Due Today

Discussion: Reading Due Today

Main Reading Due: Chapters 29-35 in Herriot

Writing Due: Draft of Short Assignment #2 (about 500 words)

Please do one of the following:

- Interview a health-professional student or a health professional about his or her professional education, and present highlights of the interview. Relate content from the interview to one or more readings from for the course.
- Read an essay identified by the instructor as an option for this assignment, or read another essay approved by the instructor. Note some interesting or useful items you learned, and evaluate the crafting of the essay. You should explicitly relate some of what you say to material in the course.

14 Discussion: Reading Due Today

Small-Group Workshop: Draft Due at Previous Session

Main Reading Due: Chapters 36-42 in Herriot

15 Discussion: Reading Due Today

Discussion: Communication with Patients/ Clients/ Owners

Main Reading Due: Chapters 43-55 in Herriot

(Instructor is to return drafts, with comments written on them, today.)
Discussion: Reading Due Today

Discussion: Other Oral Communication Skills in the Health Professions

*Main Reading Due: Chapters 56-67 in Herriot*

Unit IV: Tales of Infectious Disease

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Discussion: Writing Assignment Due Today

Introduction to the Unit

Discussion: Reading Due Today

*Main Reading Due: excerpts from Microbe Hunters (1926), by Paul de Kruif; pages 1-106 in Verghese*

*Writing Due: Final Version of Short Assignment #2 (about 500 words)*

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Discussion: Reading Due Today

Introduction: Final Project

Discussion: Giving Oral Presentations, Part I: Planning and Presenting

*Main Reading Due: pages 107-254 in Verghese*

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Discussion: Reading Due Today

Discussion: Giving Oral Presentations, Part II: Using Audiovisual Aids

*Main Reading Due: rest of Verghese*

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Note: Students are encouraged to meet individually with the instructor during this week or the next 2 weeks. A sign-up sheet will be provided.

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Discussion: Reading Due Today
Discussion: Plans for Final Project

Main Reading Due: some AIDS-related tales by other authors;
some tales of other infectious diseases

Unit V: Tales of Tough Issues; Assorted Other Tales

21 Discussion: Reading Due Today
Discussion: Preparing and Using Handouts

Main Reading Due: "Part I—Fallibility" in Gawande

22 Discussion: Reading Assignment Due Today
Progress Reports: Final Projects
Discussion: Writing Book Reviews

Main Reading Due: “Part II—Mystery” in Gawande

23 Discussion: Reading Assignment Due Today
Small-Group Workshop: Drafts of Oral Presentations

Main Reading Due: “Part III—Uncertainty” in Gawande

24 Discussion: Reading Assignment Due Today
Small-Group Workshop: Drafts of Oral Presentations

Main Reading Due: some reviews of books read for this course

Unit VII: Wrap-Up
Note: Your presentation should be an oral version of your final project. A total of 10 minutes per student will be allotted. Your presentation itself should run about 8 minutes, and rest of the time should be devoted to open discussion. You are welcome to use PowerPoint or other audiovisual aids, but doing so is not required. A one-page hand out, for future reference by class members, must accompany the presentation.

Writing Due: Final Project (1000 to 1500 words)

Please do one of the following:

- Write a medical narrative based on either your own experience or someone else's. The narrative should incorporate medical information from authoritative sources, and it should draw on items learned in this course about both medicine and writing technique. At the end of the narrative, list sources of information used; guidance regarding bibliographic format will be provided in class.
- Write an "essay review" of a book-length work of medical narrative. The review should summarize the book, present content that you found of particular interest, and evaluate the book as a piece of writing. It also should relate the book to material in the course. A list of some books suitable for this assignment will be distributed in class. You may review a different book, but please check with the instructor to make sure it is suitable.
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

As the Aggie Honor Code states, “An Aggie does not lie, cheat, or steal or tolerate those who do.” It is expected that you will neither give nor receive unauthorized aid on work in this course. All writing for this course must be your original work. For Texas A&M Honor Council Rules and Procedures, please see www.tamu.edu/aggiehonor.
English 353: History of Rhetoric: Teaching and Learning Rhetoric (SAMPLE)

Texas A&M University, Spring 2006

MWF 11:30-12:20  BLOC 123

Professor Name

email: XXX

date: Blocker XXX

date phone: XXX

date hours: XXX

About this Course

Prerequisite: ENGL 104

Rhetoric as a course of study has had a profound impact on the landscape of literacy teaching and learning, from the Greek Sophists, who saw rhetoric as a way of shaping social reality, to Aristotle’s systematization of rhetorical theory, to Roman educators’ emphasis on rhetoric and the development of moral character, to the delicate linkage between rhetoric and Christian theology after St. Augustine, and to the more recent growth of rhetoric’s relationship with composition during the last two centuries. This class will investigate the rich and varied traditions of rhetorical study over the last three thousand years, focusing on the following questions:

• How was rhetoric conceived as a course of study, at different times, by different thinkers?
• What does a rhetorical curriculum look like?
• What methods were used to teach and study rhetoric?
• What was the importance of rhetorical study as it was defined by particular speakers?

and finally:

• Why study rhetoric?

To investigate these questions, our semester will be divided into three units. In each unit, we will engage sets of rhetorical thinkers from the classical period up through the late nineteenth century, as well as our own experiences learning rhetoric and writing. The first two units both culminate in a writing assignment that leads up to the research project you will conduct in the final unit. The third unit builds on the first two by asking you to use the writing tools we are developing to conduct your own investigation on the practices of teaching and learning writing and rhetoric during a particular time period.
Course Objectives

Through your involvement in this course, you will:

- discuss key developments in the history of rhetoric
- locate rhetorical texts in their historical and social context(s)
- situate diverging—even conflicting—rhetorical theories alongside one another
- recognize strengths and limitations of any single approach to studying or teaching rhetoric
- use rhetorical theory to engage issues around writing, teaching, and learning to write
- practice communications skills essential to academic approaches to rhetoric

Required Text


Course Requirements & Grading

Daily work (includes attendance, participation, homework assignments & quizzes) = 20%

Critical Summaries of each reading (300-500 words each) = 10%

Unit 1: Comparative Analysis (750-1000 words) = 15%

Unit 2: Analysis of Saved!: oral presentation with slides (700-1000 words and 3-5 minutes) = 10%

Unit 3: Research Project on Teaching and Learning Rhetoric (2000 words) = 20%

Group Presentation (5 minutes): 10%

Final: “Why (or Why Not To) Study Rhetoric” Poster and 2-minute oral presentation = 15%

Absence Policy

More than two unexcused absences will affect your final participation grade by one point (out of 25) for each absence. That is, on your third absence, your participation grade will drop by 1 point; on your fourth, it will drop by 2 points, etc. See Student Rule 7 (student-rules.tamu.edu/rule7.htm) for information on what counts as an excused absence. I will expect your written absence excuse (doctor’s note, etc.) within a week of your return to class.
Student Learning

Your success in this class is important to me. If there are circumstances which may affect your performance in this class, let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

Students With Disabilities

"The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in B-118 Cain Hall, or call 845-1637." (Student Rules publication).

Honor Code

This course, like all courses at A&M, is bound by the Aggie Code of Honor: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” (For more, see the Honor Council Rules and Procedures on the web at www.tamu.edu/aggiehonor.)

Course Calendar

Unit 1: What is “Rhetoric”?

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>W 18 January</td>
<td>Introduction to course</td>
</tr>
<tr>
<td>F 20 January</td>
<td>Plato, <em>Phaedrus</em>, pp. (Summary due)</td>
</tr>
<tr>
<td>M 23 January</td>
<td>Plato, <em>Phaedrus</em></td>
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<tr>
<td></td>
<td><strong>Mini-lesson: Thesis Statements</strong></td>
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<tr>
<td>W 25 January</td>
<td>Aristotle (from book 1)</td>
</tr>
<tr>
<td>F 27 January</td>
<td>Aristotle (from book 1) (Summary due)</td>
</tr>
<tr>
<td>M 30 January</td>
<td>Aristotle (from book 1)</td>
</tr>
<tr>
<td></td>
<td><strong>Mini-lesson: Using Evidence</strong></td>
</tr>
<tr>
<td>W 01 February</td>
<td>Cicero, <em>De Oratore</em></td>
</tr>
<tr>
<td>F 03 February</td>
<td>Cicero, <em>De Oratore</em> (Summary due)</td>
</tr>
<tr>
<td>Date</td>
<td>Task/Activity</td>
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<tr>
<td>M 06 February</td>
<td>Cicero, <em>De Oratore</em></td>
</tr>
<tr>
<td></td>
<td><em>Mini-lesson: Organization</em></td>
</tr>
<tr>
<td>W 08 February</td>
<td>DUE: Comparative Analysis DRAFTS to group members</td>
</tr>
<tr>
<td>F 10 February</td>
<td>Comparative Analysis Workshop</td>
</tr>
<tr>
<td></td>
<td><em>Bring completed comment sheets for peers’ papers</em></td>
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<tr>
<td></td>
<td><strong>Unit 2: <em>Vir Bonus Dicendi Peritus</em></strong></td>
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<tr>
<td>M 13 February</td>
<td>On Rhetoric and Character</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: Comparative Analysis</strong></td>
</tr>
<tr>
<td>W 15 February</td>
<td>Quintilian (<em>Summary due</em>)</td>
</tr>
<tr>
<td>F 17 February</td>
<td>Quintilian</td>
</tr>
<tr>
<td>M 20 February</td>
<td>Astell (<em>Summary due</em>)</td>
</tr>
<tr>
<td>W 22 February</td>
<td>Astell</td>
</tr>
<tr>
<td>F 24 February</td>
<td>Douglass (<em>Summary due</em>)</td>
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<tr>
<td>M 27 February</td>
<td>Film—<em>Saved!</em></td>
</tr>
<tr>
<td></td>
<td><strong>DUE: 300-500 word rhetorical theory comparison</strong></td>
</tr>
<tr>
<td>W 01 March</td>
<td>Film—<em>Saved!</em></td>
</tr>
<tr>
<td>F 03 March</td>
<td>Finish film, observations/discussion/</td>
</tr>
<tr>
<td></td>
<td><em>Mini Lesson: Slide Writing Techniques</em></td>
</tr>
<tr>
<td></td>
<td><strong>DUE: 300-500 word character sketch</strong></td>
</tr>
<tr>
<td>M 06 March</td>
<td>Film observations/discussion,</td>
</tr>
<tr>
<td></td>
<td><em>Mini Lesson: Presentations</em></td>
</tr>
<tr>
<td>W 08 March</td>
<td>Workshop paper drafts</td>
</tr>
<tr>
<td>F 10 March</td>
<td>Workshop presentation slides</td>
</tr>
</tbody>
</table>
Unit 3: Teaching and Learning Rhetoric Throughout History

M 13 March  Spring Break No Classes
W 15 March  Spring Break No Classes
F 17 March  Spring Break No Classes
M 20 March  DUE: Saved! Analysis Presentations
W 22 March  Presentations
F 24 March  Presentations
M 27 March  Preparing for presentations, in-class group-work
W 29 March  Group Presentation: Greek Progymnasmata
F 31 March  Group Presentation: Roman Education
M 03 April  Group Presentation: Medieval Rhetoric Teaching
W 05 April  Group Presentation: Renaissance Education
F 07 April  Group Presentation: Women’s Rhetorical Learning
M 10 April  Group Presentation: Rhetoric and Composition
W 12 April  Teaching and Learning Rhetoric Today
F 14 April  Reading Day No Class
M 17 April  How to create a poster
W 19 April
F 21 April  Work-in-Progress presentations: 2-minute presentations of final project ideas including topic, questions you’re asking, and sources you’re using to answer your questions.

M 24 April  Bring essay drafts to exchange with groups
            Mini-Lesson: Integrating Sources
W 26 April  Paper Workshop 1
F 28 April  Paper Workshop 2
M 01 May
T 02 May  DUE: Research Projects

**Final Poster Presentations during Exam Window**, 10:30 a.m.-12:30 p.m., Wednesday, 10 May
Checklist of “C” Course Requirements

This checklist is meant to guide in the preparation of the proposal for a “C” course. A “C” course must meet the following criteria:

- **Is not** included in the Core Curriculum Communications requirements (i.e., English 104, English 203, English 210, English 235, English 236, English 241, English 301, Communications 203, Communications 205, Communications 243).

- Bases a significant percentage of the final course grade on written products and oral presentations. Specifically, a one-credit course should base at least 80% (preferably more) of the final course grade on written products and oral presentations; a three-credit course, at least 33%, and a 4-credit course, at least 25%.
  - “Writing” does not include essay examinations unless they are a very minor percentage of the grade and other written documents are required. Oral presentation slides, handouts, scripts, Web sites, and posters which accompany an oral presentation would count as writing.
  - “Oral presentations” may be done in person or electronically, for example in video or podcast formats.

- Has a reasonable instructor-to-student ratio (1:25) to ensure course quality. The ratio is determined by including the instructor(s) plus any aides, graduate or undergraduate, on the instructor side. In cases where a higher ratio may be proposed, the committee will ask for compelling evidence that it will not adversely affect course quality.

- Requires writing or oral presentations significant to and essential for the major. (As a guideline, the name of the major appears in the course title, the course figures into the GPR for the major, or the course is part of a College Core Curriculum.) The C course is integral to and prepared specifically for the major. Assignments are of the type students will encounter in their academic careers or in the workplace.

- Assigns at least 1250 words (eight pages) of graded, finished writing and at least 5 minutes of oral presentation.

- Includes some instruction, not just the assignment of writing or oral presentation with comments on finished products. Instruction can be defined as, but is not limited to, providing opportunities for practice, providing feedback, providing and discussing models, conducting peer response or workshop classes, and lecturing on rhetorical forms or principles. Some instruction may occur outside of class as homework, but some in-class is instruction recommended.

- Provides formative feedback on work in progress so that students have an opportunity to improve. Feedback is structured so that students may use it to revise drafts or improve performance. It is not simply comments on finished and graded papers or presentations.
- Distributes assignments so as to allow feedback before a final draft or performance is due and students have some indication by mid-term of the quality of their work, even if on drafts.

- Requires that students must pass the written or oral communication portion of the course to pass or to get graduation credit for a C course. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in 70% of the course but neglect the 30% that requires writing or speaking. This student, if she passed, would get credit for a graduation requirement in communication without actually communicating.)

- Requires that collaborative projects constitute no more than 30% of the graded communication assignments; or 1250+ words and one 5-minute oral presentation are completed individually. Further, the collaborative process is monitored for quality control and individual effort.

- Does not allow undergraduate aides to grade more than ten percent of the writing portion of the final grade (with the exception of Calibrated Peer Review software).

- Ensures all aides, graduate and undergraduate, are appropriately monitored and supervised.

- Follows minimum syllabus requirements (including Honor Code statement).

- Have you done the following?
  - Completed and submitted the proposal form electronically?
  - Completed and submitted your syllabus electronically?
  - Completed and submitted the status form through Campus mail to Dr. Valerie Balester, TAMU 5000?
  - Sent a copy of your proposal to your College Representative on the W Course Advisory Committee for preliminary review? (This is optional.)
Rubric for Evaluating C Course Proposals

Definitions
“Writing” does not include essay examinations unless they are a very minor percentage of the grade and other written documents are required. Slides, handouts, scripts, Web sites, and posters which accompany an oral presentation would count as writing. “Oral presentations” may be done in person or electronically, for example in video or podcast formats.

A proposed course is assumed to meet the following baseline criteria:

- Is proposed and supervised by a faculty member
- **Is not** included in the Core Curriculum Communications requirements
- Follows minimum syllabus requirements as defined by the Faculty Senate
- Devotes an appropriate amount of final course grade writing or oral presentation; specifically, a one-credit course should base at least 80% (preferably more) of the final course grade on written products and oral presentations; a three-credit course, at least 33%, and a 4-credit course, at least 25%.
- Maintains a reasonable instructor-to-student ratio (1:25) to ensure course quality. The ratio is determined by including the instructor(s) plus any aides, graduate or undergraduate, on the instructor side. In cases where a higher ratio may be proposed, the committee will ask for compelling evidence that it will not adversely affect course quality.
- Cannot be passed unless writing assignments or oral presentations are passed
- Provides training, supervision, and monitoring of graduate teaching assistants and undergraduate writing assistants,
- Limits undergraduate grading to 10% or less of the portion of the final grade devoted to writing quality

The above are yes/no issues to be determined by the committee chair before a course is brought to the committee.

For Committee Review: issues that might be disputed or that require judgment

Points Guidelines (If a proposal fails on any one criteria, it still may fail, depending on the issue; for example, a course may be exemplary in every way, but if it is not at all related to the major, it might not pass the criteria.)

8-10 points: Exemplary proposal
5-7 points: Passable
0-4 points: Doesn’t meet committee expectations; doesn’t pass

<table>
<thead>
<tr>
<th>Relation to the major</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Only related loosely; in the same field but not specific to the major; Related but only dealing with genres such as resumes or mock interviews that are taught in a general course</td>
<td>Specific to the field (i.e., engineering) but not the major (i.e. chemical engineering); requires little knowledge of the major; the course is integral to and is prepared specifically for the major</td>
<td>Specific to the major and best taught at the upper division; requires some knowledge of the major</td>
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Amount of graded writing or oral presentation required
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<tr>
<th>0</th>
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<tbody>
<tr>
<td>Less than 1250 words or 5 pages and 5 minutes oral presentation</td>
<td>1250 - 2000 words or 5 - 8 pages and 5-8 minutes oral presentation</td>
<td>2000+ words or 8+ pages and 8+ minutes oral presentation</td>
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**Amount of instruction**

<table>
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<tr>
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<tbody>
<tr>
<td>No instruction—writing and oral presentations are simply assigned</td>
<td>Some instruction, brief amounts of more than one class are devoted to topics related to writing and oral presentation</td>
<td>At least one full class day is devoted to lecture or workshops on writing and oral presentations</td>
</tr>
<tr>
<td>No written copies of the assignments provided or minimal written copies of the assignments provided; no grading rubrics or discussion of how writing or presentations will be evaluated</td>
<td>Written copies of assignments are provided, with detailed instructions; it is clear how each assignment will be evaluated</td>
<td>Written copies of assignments are provided, with detailed instructions; it is clear how each assignment will be evaluated; samples of acceptable papers or presentations (student or professionally written) are provided</td>
</tr>
<tr>
<td>No lectures or class time to discuss writing or oral presentations (audience, format, providing instruction on argument or evidence, documentation, or any relevant topic)</td>
<td>There is some instruction, at least some reading, or lecture, but there is not much active learning (workshops, peer review, discussion of models or drafts)</td>
<td>There is ample instruction on writing and oral presentations including active learning, for example, workshops, peer review, discussion of models or drafts.</td>
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**Provisions for practice and formative feedback**

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<tr>
<td>The only feedback on major writing assignments or oral presentations comes in the form of final grades on assignments</td>
<td>Feedback on major assignments provided by comments on representative drafts or by peer or self assessment of drafts or practice presentations. There is an opportunity to revise after feedback.</td>
<td>Instructor or teaching assistant provides feedback on drafts for major assignments. There is an opportunity to revise after feedback.</td>
</tr>
<tr>
<td>No ungraded writing, in-class writing, or drafts of papers are assigned; students don’t get practice and feedback in one type or genre of writing or presenting; students don’t</td>
<td>Students write drafts of papers or practice in class; or they write multiple assignments practicing one type or genre of writing, with feedback; or they write short</td>
<td>Students write drafts, write in class, keep reading logs or journals or have other opportunities to write. They get practice in writing certain types or genres of writing and in fluency (getting words and ideas on paper).</td>
</tr>
</tbody>
</table>
get feedback on short sections of a longer paper, poster, or presentation. | sections of a long paper, with feedback, in preparation for a long paper. | Students get practice on oral presentations and feedback on posters, presentations slides, or written handouts used in presentations.

**Collaborative work (where applicable)**

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<tr>
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<tr>
<td>More than 50% of the graded writing is collaborative</td>
<td>40% or more of the graded work is collaborative; or 1200+ words and one 3-min presentation are completed individually</td>
<td>Less than 30% of the graded work is collaborative; or 1250+ words and one 5-minute oral presentation are completed individually.</td>
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<td>There is no mechanism for students to provide feedback on the group processes</td>
<td>There is a mechanism for students to provide feedback on the group processes</td>
<td>There is a mechanism for students to provide feedback on the group processes; they may opt out of group work; remedies are provided for those who are taking on an inordinate amount of the group’s work.</td>
</tr>
<tr>
<td>There is no instruction on how to write collaboratively</td>
<td>There is some instruction on writing or presenting collaboratively, at least some reading, or brief verbal instructions</td>
<td>There is ample instruction on collaborative writing or presenting, including lecture, readings, class discussion, or practice</td>
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**Tally Sheet**

Name of course: 

<table>
<thead>
<tr>
<th>Relation to major</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of graded writing or oral presentation required</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Amount of instruction</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Practice and Feedback</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
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Sub total: 

<table>
<thead>
<tr>
<th>Collaborative work</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Total score:</th>
</tr>
</thead>
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