**WIL1: Writing and Information Literacy Tier 1  
Catamount Core Approval Supplemental Information Form**

Purpose and Intent: To provide supplemental information relevant to the review of proposed courses for designation as WIL1 and inclusion in UVM’s Catamount Core curriculum.

|  |
| --- |
| With a well-developed syllabus, this form should take 15-20 minutes to complete. |

Syllabus Text: To assist students in understanding how courses in each Catamount Core category contribute to UVM’s general education program, the language below must be included on the first page of syllabi for all approved courses in the Writing and Information Literacy Tier 1 designation category:

At the completion of a course fulfilling the WIL1: Writing and Information Literacy 1 requirement, students should be able to:

* Write for different audiences.
* Pose and answer good questions.
* Engage in critical reading and reflection.
* Use feedback to revise and develop written work.

**Course Information**

|  |  |
| --- | --- |
| **Course Number:** |  |
| **Course Title:** |  |
| **Name of Faculty Member:** |  |
| **Email Address:** |  |

|  |  |
| --- | --- |
| **Please indicate if this course presently meets any of the legacy General Education requirements listed here (check all that apply):** | \_\_\_\_D1 \_\_\_\_D2 \_\_\_\_FWIL \_\_\_\_QR \_\_\_\_SU |

[v. 1, 09/2023]

**Submission Process:**

The overall purpose of the submission process for all Catamount Core requirements is to maintain the integrity of the general education curriculum at UVM and to ensure that approved courses maintain alignment with the learning outcomes for the corresponding Catamount Core category. The review process can result in 1 of 3 outcomes:

1. Approval (the course will be assigned the requested Catamount Core designation for a 5 year-period)
2. Revisions requested (the review committee may ask for changes made to the course or for additional information prior to approval)
3. Rejection (the course as currently constructed and/or presented in the submission materials does not meet the approval criteria designation)

Please complete the following three components and attach them to your CourseLeaf submission; the syllabus *and* either a brief narrative *or* detailed information in the outcomes chart are required to assess your course for designation in this category. Faculty may choose to include all three components if that is helpful in providing the committee with necessary information:

1. A sample course syllabus that includes the required statement above as well as listing the WIL1 outcomes;

**PLUS,** either a brief narrative or the filled-outcomes chart, or both:

1. A brief narrative (no more than 1.5 single-spaced pages) that addresses the following:  
   1. Briefly describe how the course meets the approval criteria below.
   2. If not including the outcomes chart below, briefly summarize relevant topics/and learning activities and how and where students’ achievement of the WIL1 requirement outcomes will be assessed (e.g., research paper; creative work; exam question; presentation);
   3. Any other contextual information that can assist the committee in its review.
2. The student learning outcomes chart provided below. Indicate for each student learning outcome: activities and topics that will support their learning in this area; and the means by which student achievement of each outcome will be assessed (e.g., research paper; creative work; exam question; presentation).

**Approval Criteria for WIL1 Courses**

Courses approved to fulfill the WIL1 requirement must be at least 3 credits and should include assignments and activities to develop the following four learning goals: rhetorical discernment, information literacy, critical reading, and substantive revision. The course must address and assess all of the student learning outcomes listed below.

**Student Learning Outcomes:**

* **Rhetorical Discernment**: The ability to write appropriately for different audiences, contexts, and purposes.
* **Information Literacy:** The ability to pose appropriate questions and find reliable, relevant, and useful information to answer them. Information literacy also includes the ability to integrate sources into writing and to document sources correctly.
* **Critical Reading:** The ability to identify, understand, and communicate the main ideas of a text and evaluate the evidence or strategies used to support those ideas.
* **Substantive revision:** Substantive revision requires approaching writing as a process that includes rethinking ideas and organization, not merely copyediting and correcting mistakes.

|  |  |  |
| --- | --- | --- |
| **WIL1 Approval Criteria** | ***If an approval criterion is not clearly described in the syllabus, please explain here*** | |
| Includes multiple writing/information literacy activities |  |  |
| Includes opportunities for students to make use of feedback over time in the course. |  |  |
| Writing/information literacy assignments play a substantial role in the semester grade. |  |  |
| **WIL1 Student Learning Outcomes** | **Activities/Topics** | **Assessment** |
| **Rhetorical Discernment** Students demonstrate that they have an awareness that there are many different ways of writing, and can make choices appropriate to an audience, context, and purpose. |  |  |
| **Information Literacy:** Students understand that sources vary in terms of reliability and usefulness, and that different sources are useful for different contexts and purposes. Students understand the difference between peer-reviewed research and other types of publications. Students can locate information using library databases and other means as appropriate. Students understand that, like writing, research is an iterative process. Students can deploy citation conventions in at least one discipline. |  |  |
| **Critical Reading:** Students can effectively summarize and evaluate the main ideas and supporting evidence in a text. Students understand that reading involves critical thinking strategies such as questioning, comparing, contrasting and vocabulary building. |  |  |
| **Substantive Revision:** Students demonstrate that writing is a process that requires multiple drafts or stages to rethink ideas and structure, in addition to editing for clarity. |  |  |