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 **WIL2: Writing and Information Literacy Tier 2**

**Catamount Core Approval Supplemental Information Form**

Purpose and Intent: To provide supplemental information relevant to the review of proposed courses for designation as WIL2 and inclusion in UVM’s Catamount Core curriculum.

The Submission Process and Approval Criteria, as well as the Rubric that the Catamount Core Curriculum Committee will use to review this proposal, can be found on the following pages of this document.

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

To assist students in understanding how courses in each Catamount Core category contribute to UVM’s general education program, please include the following language in a prominent location in your syllabus (e.g., after the course description):

**WIL2: Writing and Information Literacy Tier 2**

Courses that fulfill WIL2 will help students gain familiarity and fluency with genres, conventions, and formats typical in a discipline or field as well as develop a deeper understanding of how knowledge is accessed, developed, and shared. WIL2 courses build on skills and processes introduced in FWIL but refined through the conventions and practices of the field or discipline, including writing appropriately for different purposes, audiences, and contexts; posing and pursuing questions using relevant, reliable, and useful information while integrating and documenting sources correctly; understanding and evaluating ideas and evidence in texts; and developing flexible writing processes, including planning, drafting, revising, and polishing.

**Course Information**

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

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

[v. 2, 01/2023]

**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. A copy of the evaluation rubric used by the review committee is provided at the very end of this form. The review process can result in one of three 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 to be 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)

The committee needs both a syllabus, and detailed information about how a course addresses the WIL2 criteria and outcomes in order to complete its review. Information about how the criteria and outcomes are addressed can be provided via either a brief narrative *or* detailed information in the chart below. You may choose to include both a narrative and the chart if that is helpful in providing the committee with necessary information:

1. A sample course syllabus *that includes a list of key readings and assignments* as well as the required description of the WIL2 category provided above, as well as listing the specific WIL2 outcomes your course meets;

PLUS, either a brief narrative or the completed chart, or both. Please provide specific examples of course activities and readings in your narrative or learning outcomes rubric, so that it is clear to the review committee how your course meets the course approval criteria:

1. A brief narrative (approximately one single-spaced page) that addresses the following:
	1. Briefly describe how the course meets the approval criteria below.
	2. If not including the chart below, briefly summarize relevant topics/and learning activities and how and where students’ achievement of the 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 chart provided below, indicating 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). Information can be provided in bullet form, but should include substantive information on both topics/activities and assessment.

**Approval Criteria for WIL2 Courses**

Courses approved to fulfill the WIL2 requirement must be at least 3 credits and:

1. Be designed for students who have completed the WIL1 requirement.
2. Include multiple opportunities for students to engage in writing/information literacy activities. Writing and information literacy should be tied to the course’s outcomes. The application should make clear what role writing and information literacy activities play in the course.
3. Include opportunities for students to make use of feedback in developing their work. The application should explain how feedback can help students develop learning over time. The intention of this requirement is that writing is not only assigned but also taught. In some courses, assigned drafts and revisions are the mechanism for the application of feedback. In other courses, feedback from one assignment may be applied to a subsequent one. The application should note what feedback mechanisms are embedded in the course and how the instructor will gauge the students’ use of feedback.
4. Derive a substantial portion of the semester grade from written assignments. The intent of this requirement is that writing and information literacy be a major and meaningful component of the course. The application (and syllabus) should not only note the weight of writing and information literacy activities/assignments in the semester grade, but also explain how the work assigned (in volume, in difficulty, in frequency) is substantial.

In addition, the course must address and assess all of the student learning outcomes listed below.

**Student Learning Outcomes:**

* **Using Disciplinary or Field-Based Frameworks**: Students will apply disciplinary or field-based approaches to reading, writing, and working with information, including being able to engage with debates or conversations central to the field and to communicate to a range of audiences, as appropriate for course materials and context.
* **Developing Flexible Writing and Inquiry Processes:** Students will develop the capacity to reflect on and improve flexible and iterative processes for writing, reading, and pursuing inquiry in a field or discipline.
* **Using Information Ethically:** Students will use information ethically and with integrity, in terms of evaluating information for reliability and usefulness, crediting information sources, and understanding how information is generated and accessed in a discipline or field.

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| **WIL2 Approval Criteria** | ***If an approval criterion is not clearly described in the syllabus, please explain here*** |
| Syllabus mentions WIL1 is a prerequisite |  |
| 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. |  |
| **WIL2 Student Learning Outcomes** | **Activities/Topics** | **Assessment** |
| **Using Disciplinary or Field-Based Frameworks**: Students will apply disciplinary or field-based approaches to reading, writing, and working with information, including being able to engage with debates or conversations central to the field and to communicate to a range of audiences, as appropriate for course materials and context. |  |  |
| **Developing Flexible Writing and Inquiry Processes: S**tudents will develop the capacity to reflect on and improve flexible and iterative processes for writing, reading, and pursuing inquiry in a field or discipline. |  |  |
| **Using Information Ethically:** Students will use information ethically and with integrity, in terms of evaluating information for reliability and usefulness, crediting information sources, and understanding how information is generated and accessed in a discipline or field. |  |  |