

**St. Olaf College OLE Core General Education Curriculum
Writing Across the Curriculum Requirement**

Description:

Taught at the 200-level, this course bridges the First-Year Experience foundations of critical reading, writing, inquiry, discussion, and information literacy with deeper learning and transfer as students navigate one or more majors or concentrations, engage in academic and co-curricular experiences that invest in vocation, and develop a sense of their place and role in community.

Intended Learning Outcomes:

Students will:

1. Analyze a variety of texts using a particular disciplinary or interdisciplinary perspective.
2. Use communication strategies appropriate for one or more specified audiences.
3. Engage in writing as a systematic, iterative process.

Course Guidelines:

1. Analyze a variety of texts using a particular disciplinary or interdisciplinary perspective.

Students will build on skills introduced and practiced in Writing and Rhetoric by considering disciplinary ways of knowing and evaluating and making choices about purpose and audience. In these courses, “text” is defined broadly to include written texts, visual texts, quantitative information, or performances. Students could be asked to compose formally and/or informally in response to texts and may connect or contrast how different rhetorical choices affect delivery of content in different texts. In some disciplines, students may also continue to develop research skills practiced in Writing and Rhetoric.

2. Use communication strategies appropriate for one or more specified audiences.

Students will learn and practice communication strategies for particular audiences and purposes that may address some, but not all, of the following areas: interpersonal, professional, academic, and/or civic contexts. Different genres, such as personal narrative, textual or quantitative analysis, and creative and/or reflective writing can be incorporated. Students can also be asked to write in a variety of media, such as print, digital and/or visual, as appropriate to the writing situation. For example, a course could include writing assignments for the same audience using different media, or for different audiences using the same media.

3. Engage in writing as a systematic, iterative process.

Students will practice writing as a process throughout the sequence of Writing and Rhetoric, Writing Across the Curriculum, and Writing in the Major. The writing process includes composition, responding to and giving feedback, refining to fit a given audience, revising, and editing.