**Name:** Click or tap here to enter text.

**FAU Email:** Click or tap here to enter text.

**Department Name:** Click or tap here to enter text.

**College:** Choose an item.

**Course prefix and number:** Click or tap here to enter text.

**Course title:** Click or tap here to enter text.

**Semester course offered (select all that apply):**

Fall:  Spring:  Summer:

**Total number of students expected in all sections per academic year:** Click or tap here to enter text.

**Is this course Gordon Rule Writing/WAC certified?** Yes  No

**Are multiple sections offered?** Yes  No

**If yes, is there a common syllabus?** Yes  No  N/A

**If there is no common syllabus, how will the department/program maintain consistency of content and objectives in multiple sections?**

Click or tap here to enter text.

Learning to communicate effectively is much more than the putting of thoughts and ideas into words. Writing, in particular, allows us to develop and organize our thoughts and ideas in intelligible and meaningful ways. Effective communication involves the examination of evidence, the development of ideas, and the clear expression of those ideas. Communication also involves the application of ethical standards when using words or ideas that are not one’s own. Courses that fulfill this requirement are designed not only to develop students’ writing skills but their ability to think critically -- to question habitual ways of thinking, to move beyond obvious responses, and to develop new ways to see themselves and the world around them.

**Course Description- Provide a course description that conveys the general content of the course, and identifies methods of instruction (e.g., lectures modeling, event experiences, discussions, small groups, simulations):**

Click or tap here to enter text.

**Describe the purpose of the course:**

Click or tap here to enter text.

For each of the Foundations of Written Communication student learning outcomes listed below, please:

1. Describe explicit connections or linkages between the SLO and teaching/learning experiences (e.g., assignments, teaching methods, events, projects, displays, performances).
2. Explain how the outcome will be measured including a clear path for collecting and analyzing the data.
3. Describe how performance will be evaluated (e.g., rubric, sub-tests, ratings--as related to specific learning outcomes).

**Learning outcome #1: Demonstrate effective written communication skills by exhibiting the control of rhetorical elements that include clarity, coherence, comprehensiveness, and mechanical correctness.**

Click or tap here to enter text.

**Learning outcome #2: Analyze, interpret and evaluate information to formulate critical conclusions and arguments.**

Click or tap here to enter text.

**Learning outcome #3: Identify and apply standards of academic integrity.**

Click or tap here to enter text.