

**GWAR SLO to PLO Matrix**

All GWAR-certifying courses must emphasize writing in disciplinary academic discourse(s), with ample writing activity and instructor feedback and must be reviewed by the University Writing Committee (UWC) for approval.

**GWAR-certifying courses shall address these requirements per the GWAR Policy (AA ):**

* Student enrollment cap of 25 per section;
* Ten to twelve pages of informal writing that scaffold and build toward the required pages of formal writing;
* Ten to twelve pages of formal writing in the genres and forms that constitute the activities and discourse of defined disciplines;
* All GWAR-certifying courses or course sequences shall total a minimum of 3 credit units OR a minimum of 2 ½ hours of weekly instruction
* Students shall pass GWAR-certifying courses with a grade of C or better to satisfy GWAR.

**Student Learning Outcomes**

Students who successfully complete a GWAR-Certifying course will:

1. Engage in writing related to disciplinary discourse communities, including identifying the norms, goals, and the historically and socially constructed features of the discourse’s practices and artifacts;
2. Participate in a r­­obust writing process throughout the course, which shall include:
   * pre-writing/generating and developing ideas
   * low-stakes write-to-learn activities that allow students to discover and develop their own ideas and understanding of concepts, new vocabulary, and disciplinary theories
   * reading and research, drafting, peer feedback/collaboration, and instructor feedback
   * ample opportunity for revision in light of the iterative process prior to summative assessment of their writing;
   * reflective writing focused on their own processes as well as on reader responses;
3. Demonstrate critical understanding of the discourse’s practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations;
4. Increase rhetorical flexibility and agency as writers as they negotiate their own writerly goals and identities with the expectations and conventions of disciplinary discourse communities.

**Please contact the WAC Coordinator and Chair of the UWC, Siskanna Naynaha, if you have any questions or need support completing the GWAR SLO to PLO Matrix:** [**snaynaha@csudh.edu**](mailto:snaynaha@csudh.edu)

**GWAR SLO to PLO Matrix**

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| Course SLO(s) | GWAR PLO(s) | Instructional Materials Related Writing in the Disciplines (e.g., readings, activities, resources, etc.) | Related Assessments & Assignments |
|  | Engage in writing related to disciplinary discourse communities, including identifying the norms, goals, and the historically and socially constructed features of the discourse’s practices and artifacts |  |  |
|  | Participate in a r­­obust writing process throughout the course (see PLO #2 for full list) |  |  |
|  | Demonstrate critical understanding of the discourse’s practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations |  |  |
|  | Increase rhetorical flexibility and agency as writers as they negotiate their own writerly goals and identities with the expectations and conventions of disciplinary discourse communities |  |  |