Appendix D – 2012-2013 Baccalaureate Core Committee Annual Report

To: Rebecca Warner, Senior Vice Provost for Academic Affairs
    Susie Brubaker-Cole, Associate Provost for Academic Success &
    Engagement
    Kevin Gable, Faculty Senate President
    W. Dan Edge, Faculty Senate President-Elect
    Robert Mason, Faculty Senate Executive Committee Liaison to the
    Baccalaureate Core Committee (BCC)

From: Kerry Kincanon and Marion Rossi, BCC Co-Chairs and the entire BCC

Date: June 21, 2013

Re: Writing in the Baccalaureate Core

One of the recommendations stemming from the Vitalization of General Education
at Oregon State University report adopted by the Faculty Senate in June of 2010* was for a systematic review of writing across the Baccalaureate Core. This process occurred during the 2011-2012 academic year at the urging of that year’s Faculty Senate Executive Committee. The result was the Final Report from the Committee Reviewing Writing in the Baccalaureate Core submitted to the Transitional Director for the Implementation of the Baccalaureate Core, the Baccalaureate Core Committee, and the Faculty Senate Executive Committee in Spring of 2012.**

During the past academic year the current Baccalaureate Core Committee has continued to consider the challenges and recommendations made by the committee within the context of its role as faculty steward of general education at OSU. Without re-hashing and repeating the extensive content of the original report, we offer the following as our recommendations for further focus, consideration, and investment as the university looks to improve its general education program as a whole and our program(s) in particular.

RESOURCE NEUTRAL (more or less)

- Clarify expectations for writing in Bacc Core Synthesis Category Courses. (Undertaken; adopted explanatory matter to be added to the Baccalaureate Core Learning Outcomes, Criteria, and Rationale document. See below***.)
- Align Writing II courses expectations and experiences so that students and faculty share a common understanding of projected skill sets and outcomes upon successful course completion. The School of Writing, Literature and Film (WLF) has initiated this process and will attend to it more fully in 2013-14. WLF has also initiated a process to create an information packet on Writing II courses to be
shared with academic advisors to help them guide students to the appropriate Writing II course for their interests and disciplinary needs.

- Further consideration of curricular changes and linking of existing courses (and possible new ones) to writing, research, literacy expectations, i.e., developing/building new models with the resources we already have.

**RESOURCES DEPENDENT**

- Develop a “Writing Advocate” model. An advocate/expert designated (and compensated) in each academic unit or college to be the expert in and advocate for all things writing-related in that unit. Also, to address and mitigate concerns in the report regarding information literacy development, OSU Libraries personnel have proposed that we consider supplementing the Writing Advocates with one or more Librarian Information Literacy Advocates. These advocates, housed in the library could collaborate/consult with the Writing Advocates to help in developing robust evidence-based writing assignments.
- Provide resources to help/force non-compliant units to meet enrollment caps in Writing Intensive Courses (WIC). Develop an enforcement mechanism with some teeth while not rewarding those academic units who have historically ignored policies despite having adequate resources to accommodate them.
- Direct resources into faculty development and providing information for faculty to help with course design, expectations, methodologies, etc. Invest in a culture that invests in and celebrates writing.

* [http://oregonstate.edu/senate/committees/other/bcr/reports/VitalizationofGeneralEducationatOregonStateUniversityMembers.pdf](http://oregonstate.edu/senate/committees/other/bcr/reports/VitalizationofGeneralEducationatOregonStateUniversityMembers.pdf)


***EXPLANATORY ADDENDUM: Writing in Synthesis Courses (Outcome #3) – to be added to this document – [http://oregonstate.edu/main/baccalaureate-core/learning-outcomes-criteria-rationale](http://oregonstate.edu/main/baccalaureate-core/learning-outcomes-criteria-rationale):

Evidence based writing is an essential component of the Synthesis categories and the exclusively “upper-division” general education academic experience they offer to students. The Baccalaureate Core Committee and the Writing Advisory Board recommend the following to Schools/Departments/Faculty offering Synthesis courses to help students achieve the writing-related criteria and outcome in Contemporary Global Issues/Science, Technology, and Society:

- A course capacity of 70 students. If enrollment is over 70, then break-outs (recitations) or GTAs should be used to ensure that students receive adequate and timely writing feedback.
- *At a minimum*, the course should include a single out-of-class written assignment with a minimum of 1250 words plus references that develops and sustains a critical perspective using evidence as support and a multidisciplinary approach. The assignment should include at least 2 outside sources.

cç: Bill Bogley, Stefani Dawn, Vicki Tolar Burton