

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

GWAR SLO to PLO Matrix

Course SLO(s)	GWAR PLO(s)	Related Writing in the Disciplines Instructional Materials (e.g., readings, activities, resources, etc.)	Related Assessments & Assignments
<p>Describe and analyze ways in which social inequality affects schooling and schooling affects social inequality within local communities by conducting qualitative research.</p> <p>Identify cultural practices and community cultural wealth within local school communities and articulate (via discussion and writing) how teachers can leverage these to enhance learning.</p> <p>Apply sociocultural, language, and cognitive learning theories when analyzing and creating learning experiences for diverse students in an urban classroom.</p> <p>Enhance analytical academic writing skills by using APA format to write in the following genres: qualitative research project and praxis research paper.</p>	<p>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.</p>	<p>Mentor Texts:</p> <ul style="list-style-type: none"> • Community/School Portraits from Ethnographic Studies • Multimodal Research Presentations • Empirical Research Articles • Teacher Professional Development Chapters & Articles <p>Writing Supports:</p> <ul style="list-style-type: none"> • <i>They Say, I Say</i> (Graff & Birkenstein, 2018) • <i>Why We Use APA in the Social Sciences</i> – Mini-Lecture • OWL APA Formatting & Style Guide • APA Quick Guide • <i>Voice in Qualitative Research</i> – Mini Lecture • <i>Demonstrating Theory to Practice (Praxis) in Writing</i> – Mini Lecture <p>Reading Journals (Informal)</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • Ongoing Interaction with Disciplinary Texts • 1 -2 pages each/4-8 pages total <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Presentation of Initial Ideas • Analysis Support 	<p>Formal: (13-17 pages)</p> <ul style="list-style-type: none"> • Community Portrait (2-3 pages) • School Portrait (3-4 pages) • Multimodal Presentation (2 pages of supportive academic text) • Praxis Essay (6-8 pages) • Total = 13 – 17 pages <p>Informal:</p> <ul style="list-style-type: none"> • Reading Journals (minimum 12 pages) • Writing Group Discussion Board Posts

<p>Enhance analytical academic writing skills by using APA format to write in the following genres: qualitative research project and praxis essay.</p>	<p>Participate in a robust writing process throughout the course (see PLO #2 for full list)</p>	<p>Writing Supports:</p> <ul style="list-style-type: none"> • <i>They Say, I Say</i> (Graff & Birkenstein, 2018) • <i>Why We Use APA in the Social Sciences</i> – Mini-Lecture • OWL APA Formatting & Style Guide • APA Quick Guide • <i>Voice in Qualitative Research</i> – Mini Lecture • <i>Demonstrating Theory to Practice (Praxis) in Writing</i> – Mini Lecture <p>Reading Journals (Informal)</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • Ongoing Interaction with Disciplinary Texts • 1 -2 pages each/4-8 pages total <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Presentation of Initial Ideas • Analysis Support • Draft Review <p>Praxis Essay Development Activities:</p> <ul style="list-style-type: none"> • Introduction & Situation of the Topic • Annotated Bibliography • Outline • Draft • Peer Review • Instructor Consultation • Self-Assessment 	<p>Formal: (13-17 pages)</p> <ul style="list-style-type: none"> • Community Portrait (2-3 pages) • School Portrait (3-4 pages) • Multimodal Presentation (2 pages of supportive academic text) • Praxis Essay (6-8 pages) • Total = 13 – 17 pages <p>Informal:</p> <ul style="list-style-type: none"> • Reading Journals (minimum 12 pages) • Writing Group Discussion Board Posts • Praxis Essay Development Activities: <ul style="list-style-type: none"> ○ Introduction & Situation of the Topic ○ Annotated Bibliography ○ Outline ○ Draft ○ Peer Review ○ Self-Assessment
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<p>Apply sociocultural, language, and cognitive learning theories when analyzing and creating learning experiences for diverse students in an urban classroom.</p> <p>Enhance analytical academic writing skills by using APA format to write in the following genres: qualitative research project and praxis research paper.</p>	<p>Demonstrate critical understanding of the discourse's practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations</p>	<p>Reading Journals (Informal)</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • Ongoing Interaction with Disciplinary Texts • 1 -2 pages each/4-8 pages total <p>Mentor Texts:</p> <ul style="list-style-type: none"> • Community/School Portraits from Ethnographic Studies • Multimodal Research Presentations • Empirical Research Articles • Teacher Professional Development Chapters & Article <p>Writing Supports:</p> <ul style="list-style-type: none"> • <i>They Say, I Say</i> (Graff & Birkenstein, 2018) • <i>Why We Use APA in the Social Sciences</i> – Mini-Lecture • OWL APA Formatting & Style Guide • APA Quick Guide • <i>Demonstrating Theory to Practice (Praxis) in Writing</i> – Mini Lecture <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Prompt: Who am I as a writer? How do I see myself? Why do I see myself that way? • Writing Group Meeting w/ Instructor: Self-Analysis & Goal Setting <p>Praxis Essay Development Activities</p> <ul style="list-style-type: none"> • Reference Mentor Texts Through All Activities • Introduction & Situation of the Topic • Annotated Bibliography • Outline • Draft • Peer Review • Instructor Consultation • Self-Assessment 	<p>Formal: (13-17 pages) Praxis Essay (6-8 pages)</p> <p>Informal:</p> <ul style="list-style-type: none"> • Reading Journals (minimum 12 pages) • Writing Group Discussion Board Posts • Praxis Essay Development Activities: <ul style="list-style-type: none"> ○ Introduction & Situation of the Topic ○ Annotated Bibliography ○ Outline ○ Draft ○ Peer Review ○ Self-Assessment
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<p>Describe and analyze ways in which social inequality affects schooling and schooling affects social inequality within local communities by conducting qualitative research.</p> <p>Identify cultural practices and community cultural wealth within local school communities and articulate (via discussion and writing) how teachers can leverage these to enhance learning.</p> <p>Apply sociocultural, language, and cognitive learning theories when analyzing and creating learning experiences for diverse students in an urban classroom.</p> <p>Enhance analytical academic writing skills by using APA format to write in the following genres: qualitative research project and praxis research paper.</p>	<p>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</p>	<p>Writing Supports:</p> <ul style="list-style-type: none"> • <i>They Say, I Say</i> (Graff & Birkenstein, 2018) • <i>Why We Use APA in the Social Sciences</i> – Mini-Lecture • OWL APA Formatting & Style Guide • APA Quick Guide • <i>Voice in Qualitative Research</i> – Mini Lecture • <i>Demonstrating Theory to Practice (Praxis) in Writing</i> – Mini Lecture <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Prompt: Who am I as a writer? How do I see myself? Why do I see myself that way? • Writing Group Meeting w/ Instructor: Self-Analysis & Goal Setting <p>Praxis Essay Development Activities</p> <ul style="list-style-type: none"> • Reference Mentor Texts Through All Activities • Introduction & Situation of the Topic • Annotated Bibliography • Outline • Draft • Peer Review • Instructor Consultation • Self-Assessment 	<p>Formal: (13-17 pages)</p> <ul style="list-style-type: none"> • Community Portrait (2-3 pages) • School Portrait (3-4 pages) • Multimodal Presentation (2 pages of supportive academic text) • Praxis Essay (6-8 pages) <p>Informal:</p> <ul style="list-style-type: none"> • Reading Journals (minimum 12 pages) • Writing Group Discussion Board Posts • Praxis Essay Development Activities: <ul style="list-style-type: none"> ○ Introduction & Situation of the Topic ○ Annotated Bibliography ○ Outline ○ Draft ○ Peer Review ○ Self-Assessment
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LBS 370 Multicultural Studies (5 Units): Writing Overview

WRITING IN THE DISCIPLINE FOCAL STUDENT LEARNING OUTCOMES (CONTENT + WRITING)

- Describe and analyze ways in which social inequality affects schooling and schooling affects social inequality within local communities by conducting qualitative research.
- Identify cultural practices and community cultural wealth within local school communities and articulate (via discussion and writing) how teachers can leverage these to enhance learning.
- Apply sociocultural, language, and cognitive learning theories when analyzing and creating learning experiences for diverse students in an urban classroom.
- Enhance analytical academic writing skills by using APA format to write in the following genres: qualitative research project and praxis essay.

WRITING IN THE DISCIPLINE FOCAL ASSIGNMENTS

- **Qualitative Research Project** – Students will develop an iterative qualitative research study that will serve as the catalyst for their analytical research paper. They will first learn about a school community, its social identities, and accompanying social issues by collecting demographic and empirical data. They will write two short reports (a community portrait and a school portrait) and analyze empirical data in a multimodal presentation with supportive formal writing. The development of these papers will be supported by weekly journals and by drafting and receiving feedback in small writing groups (discussion board posts). This assignment will then be built upon for the Praxis Research Paper and students may integrate this writing into their final essay.
- **Praxis Essay** – Students will expand upon their Qualitative Research project to research how to best teach about the selected social issue with elementary students who live in the focus community. In their essay, students will: a) introduce the social issue and frame its importance (using refined writing from the first project); b) suggest how teachers can teach about the social issue with children (drawing upon academic articles and professional development journals, blogs, videos, etc. relevant to the field of elementary education); and c) explain how identified practices exemplify critical cognitive learning theories studied in class. Students will work closely with their writing groups to develop the research paper including introduction/situation of topic, annotated bibliography, outline, draft, and peer review. Their final writing will exemplify their refined academic writing skills as well as articulate their developing critical praxis in the field of elementary education.

TOTAL PAGE REQUIREMENTS:

- Informal = 12 – 24 pages
 - Reading Journals (Content + Writing Development)
 - Writing Group Discussion Board Posts
 - Praxis Essay Development Activities
- Formal = 13 – 17 pages
 - Community Portrait (2-3 pages)
 - School Portrait (3-4 pages)
 - Multimodal Presentation (2 pages of supportive academic text)
 - Praxis Essay (6-8 pages)

MODULE 1: SOCIAL IDENTITIES & SCHOOL EXPERIENCES

Informal Writing	Writing Development & Resources		Summative Writing
<p>Reading Journals</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • 1 -2 pages each/4-8 pages total <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Presentation of Initial Ideas • Analysis Support • Self-Assessment 	<p>Writing Group:</p> <ul style="list-style-type: none"> • Writer Identity Exploration • Development & Organization of Ideas • Peer Feedback • Self-Assessment & Goal Setting <p>Writing Assignments:</p> <ul style="list-style-type: none"> • Community Portrait & Analysis (2-3 pages) • School Portrait & Analysis (3-4 pages) <p>Writing Mechanics</p> <ul style="list-style-type: none"> • APA in Social Sciences: In-Text Citations & Reference List • Voice: Presenting Demographic Data 	<p><i>Why We Use APA in the Social Sciences</i> – Mini-Lecture</p> <p>OWL APA Formatting & Style Guide</p> <p>APA Quick Guide</p> <p>Instructor Mini-Lessons/Videos</p> <p>Mentor Texts: Community/School Portraits from Ethnographic Studies</p>	<p>Assignments:</p> <ul style="list-style-type: none"> • Community Portrait & Analysis (2-3 pages) <ul style="list-style-type: none"> ○ Peer Feedback ○ Instructor Feedback ○ Opportunity for Resubmission (Will include revised data/analysis in MEE project in Module 2) • School Portrait & Analysis (3-4) pages <ul style="list-style-type: none"> ○ Peer Feedback ○ Instructor Feedback ○ Opportunity for Resubmission (Will include revised data/analysis in MEE project in Module 2)

MODULE 2: SCHOOL AS A SOCIAL MICROCOSM

Informal Writing	Writing Development & Resources		Summative Writing
<p>Reading Journals</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • 1 -2 pages each/4-8 pages total <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers • Presentation of Initial Ideas • Analysis Support • Draft Review • Self-Assessment 	<p>Writing Group:</p> <ul style="list-style-type: none"> • Community Data Collection & Analysis/ Support • Development & Organization of Ideas • Peer Feedback <p>Writing Assignments:</p> <ul style="list-style-type: none"> • Multimodal Education & Equity Project (Writing explains/supports multimodal qualitative research findings) <p>Writing Mechanics</p> <ul style="list-style-type: none"> • APA in Social Sciences: In-Text Citations & Reference List • Balancing Written Text w/ Multimodal Texts • Voice: Presenting Qualitative Findings 	<p>OWL APA Formatting & Style Guide</p> <p>APA Quick Guide</p> <p>Instructor Mini-Lessons/Videos</p> <p>Build Upon Community & School Portraits</p> <ul style="list-style-type: none"> • Refine work from Module 1 to use in MEE project. • Revise writing for multimodal presentation. • Expand writing to include qualitative findings. <p>Mentor Texts: Multimodal Research Presentation</p>	<p>Assignments:</p> <ul style="list-style-type: none"> • Multimodal Education & Equity Project (2 pages) <ul style="list-style-type: none"> ○ Utilizes and builds upon Community & School Portrait data. ○ Includes new qualitative data (observation, photos, interviews) and utilizes writing to explain findings. ○ Peer Feedback ○ Instructor Feedback ○ Opportunity for Resubmission

MODULE 3: TRANSFORMATIVE TEACHING & CRITICAL LEARNING THEORIES

Informal Writing	Writing Development & Resources	Summative Writing
<p>Reading Journals</p> <ul style="list-style-type: none"> • Development of Ideas • Development of Voice • 1 -2 pages each/4-8 pages total <p>Writing Group/Discussion Board</p> <ul style="list-style-type: none"> • Individual Posts & Dialogue w/ Peers <p>Praxis Essay Development Activities:</p> <ol style="list-style-type: none"> 1. Introduction & Situation of the Topic 2. Annotated Bibliography 3. Outline 4. Draft 5. Peer Review 6. Instructor Consultation 7. Self-Assessment 	<p>Writing Group:</p> <ul style="list-style-type: none"> • Research Support (Articles & Pedagogies) • Peer Feedback: Introduction, Outline and Draft • Instructor Feedback: Selection <p>Writing Assignments:</p> <ul style="list-style-type: none"> • Praxis Essay (6-8 pages) <p>Praxis Essay Development Activities:</p> <ol style="list-style-type: none"> 1. Introduction & Situation of the Topic 2. Annotated Bibliography 3. Outline 4. Draft 5. Peer Review <p>Writing Mechanics</p> <ul style="list-style-type: none"> • Complete APA Essay Format (Headings & Seriation, Citations, & Reference List) • Voice: Balancing Empirical Data, Theory, and Teaching Practices 	<p>Library Visit: Researching Educational Articles</p> <p>OWL APA Formatting & Style Guide</p> <p>APA Quick Guide</p> <p>They Say, I Say Text Excerpts (Example)</p> <p>Instructor Mini-Lessons/Videos</p> <p>Build Upon Community & School Portraits and MEE Project</p> <ul style="list-style-type: none"> • Refine and integrate demographic data • Integrate qualitative research findings • Expand to argue for research-based pedagogies/teaching practices <p>Mentor Texts: s</p>
		<p>Assignments:</p> <ul style="list-style-type: none"> • Praxis Essay (6-8 pages) <ul style="list-style-type: none"> ○ Essay Development Activities (over 5 weeks) ○ Peer Feedback (entire essay) ○ Instructor Feedback (selection) ○ Integrate Previous Writing from Modules 1 & 2 ○ Self-Assessment of Growth