**Writing and Information Literacy (WRIT-L)**

**Description**: Writing and Information Literacy (WRIT-L) courses require students to investigate and evaluate different forms of information (print journalism, digital forms, visual media, etc.). Students then use such information to create arguments for general audiences. Students draft, revise, and edit multiple short pieces of writing with peer and instructor feedback. Courses offered at the 200- and 300-level may carry WRIT-L designation. Because WRIT-L courses require revision and feedback cycles, enrollments should be limited to 20 or fewer students.

**Criteria** WRIT-L courses will:

1. Provide opportunities for students to use informal writing to explore ideas and reflect on their learning frequently, using their own words to describe key concepts, respond to readings, record observations, or organize their understanding of material.
2. Provide some class time for students to investigate how writers use different forms of information (e.g., news reporting, opinion, satire, advertising, scholarly research, social media) as they make and support claims in multiple contexts.
3. Help students develop rhetorical flexibility by writing at least two forms of expression for different audiences.
4. Require students to draft, revise and edit at least two short pieces of writing with peer and instructor feedback.

Outcomes: WRIT-L students will:

1. Encounter and distinguish various forms of communication (e.g., journal article, podcast, documentary, etc.), analyze the arguments those texts construct, and engage the texts through informal and formal writing.
2. Use multiple types of communication (e.g., multiple genres; visual and written communication; oral and written communication etc.) to craft arguments that make and support claims successfully for multiple audiences and contexts.
3. Draft, revise, and edit work with feedback from others.