

## Writing Requirement – Policy Benchmarking

### I. Summary

A review of 17 ABOR and peer institutions' Foundations Writing requirements shows policy is largely uniform across the following areas:

- who establishes the requirements – *15 institutions have institution-wide writing foundation requirements.*
- which departments may offer the coursework – *English is the sole or primary offering department at 15 institutions.*
- listing the coursework in the policy – *13 institutions name specific coursework that meets the foundations writing requirement (2 others list the coursework in a separate policy).*

Institutions are divided in how many pathways are offered to fulfill the foundations writing requirement; the most common offering is split between 1 pathway, 2 pathways, and student elective out of several course options. Only the University of Illinois has as many pathways as the University of Arizona.

Three credits satisfy the requirements at the most institutions, closely followed by 6 credits. Only one other institution, Pennsylvania State University, requires 9 units like the University of Arizona's first strand option.

A. Unit that sets foundations writing requirement

INSTITUTION	RESPONSIBLE UNIT
<ul style="list-style-type: none"> <li>• <b>University of Arizona</b></li> <li>• Arizona State University</li> <li>• Northern Arizona University</li> <li>• University of California- LA</li> <li>• University of Florida</li> <li>• University of Illinois</li> <li>• University of Maryland</li> <li>• Michigan State University</li> <li>• University of Minnesota</li> <li>• North Carolina University</li> <li>• Ohio State University</li> <li>• Pennsylvania State University</li> <li>• Texas A&amp;M University</li> <li>• University of Texas- Austin</li> <li>• University of Washington – Seattle</li> <li>• University of Wisconsin - Madison</li> </ul>	Institution
<ul style="list-style-type: none"> <li>• University of California- Davis</li> <li>• University of Iowa</li> </ul>	Department

B. Departments offering foundations writing coursework

INSTITUTION	DEPARTMENT(S)
<ul style="list-style-type: none"> <li>• <b>University of Arizona</b></li> <li>• Arizona State University</li> <li>• Northern Arizona University</li> <li>• University of California- Davis</li> <li>• University of California- LA</li> <li>• University of Florida</li> <li>• University of Maryland</li> <li>• Michigan State University</li> <li>• University of Minnesota</li> <li>• University of North Carolina</li> <li>• Ohio State University</li> <li>• University of Texas-Austin</li> <li>• University of Washington- Seattle</li> </ul>	<ul style="list-style-type: none"> <li>• English or equivalent*</li> </ul>
<ul style="list-style-type: none"> <li>• University of Illinois</li> <li>• Texas A&amp;M University</li> <li>• University of Wisconsin- Madison</li> </ul>	<ul style="list-style-type: none"> <li>• English or equivalent* and/or Communication</li> </ul>
<ul style="list-style-type: none"> <li>• Pennsylvania State University</li> </ul>	<ul style="list-style-type: none"> <li>• Air Force</li> <li>• Biological Engineering</li> <li>• Biology</li> <li>• Biochemical &amp; Molecular Biology</li> <li>• Bio-renewable Systems</li> <li>• Communication Arts &amp; Sciences</li> <li>• Earth &amp; Mineral Sciences</li> <li>• English/ English as a Second Language</li> <li>• Geosciences</li> <li>• History</li> <li>• Materials Science &amp; Engineering</li> <li>• Women's Studies</li> </ul>
<ul style="list-style-type: none"> <li>• University of Iowa</li> </ul>	Up to individual department; not specified

\*English & Composition, Rhetoric, Rhetoric & Writing, Writing, Writing & Speaking

C. Number of pathways to fulfill foundations writing requirement

INSTITUTION	NUMBER OF PATHWAYS
<ul style="list-style-type: none"> <li>• <b>University of Arizona</b></li> <li>• University of Illinois</li> </ul>	4
<ul style="list-style-type: none"> <li>• Arizona State University</li> <li>• Ohio State University</li> <li>• University of Texas-Austin</li> </ul>	3
<ul style="list-style-type: none"> <li>• Northern Arizona University</li> <li>• Michigan State University</li> <li>• University of Minnesota</li> <li>• University of Wisconsin</li> </ul>	2
<ul style="list-style-type: none"> <li>• University of California-Davis</li> <li>• University of California-LA</li> <li>• University of Maryland</li> <li>• University of North Carolina</li> </ul>	1
<ul style="list-style-type: none"> <li>• University of Florida</li> <li>• Pennsylvania State University</li> <li>• Texas A&amp;M University</li> <li>• University of Washington - Seattle</li> </ul>	Student elective with many course options
<ul style="list-style-type: none"> <li>• University of Iowa</li> </ul>	Up to the department/ not specified

D. Separate Pathway required for non-native English speakers / ESL students

INSTITUTION	SEPARATE ESL PATHWAY REQUIRED
<ul style="list-style-type: none"> <li>University of Iowa</li> <li>University of Texas- Austin</li> </ul>	No
<ul style="list-style-type: none"> <li>Arizona State University</li> <li>University of Illinois</li> </ul>	Yes
<ul style="list-style-type: none"> <li><b>University of Arizona</b></li> <li>University of California- LA</li> <li>Pennsylvania State University</li> </ul>	ESL pathway listed in policy, but not required for ESL students
<ul style="list-style-type: none"> <li>Northern Arizona University</li> <li>University of California-Davis</li> <li>University of Florida</li> <li>University of Maryland</li> <li>Michigan State University</li> <li>University of Minnesota</li> <li>University of North Carolina</li> <li>Ohio State University</li> <li>Texas A&amp;M University</li> <li>University of Washington</li> <li>University of Wisconsin</li> </ul>	ESL pathway not mentioned in policy

E. Coursework named in the policy

INSTITUTION	SPECIFIC COURSES NAMED IN POLICY?
<ul style="list-style-type: none"> <li>• <b>University of Arizona</b></li> <li>• Arizona State University</li> <li>• Northern Arizona University</li> <li>• University of California- LA</li> <li>• University of Florida</li> <li>• University of Illinois</li> <li>• University of Maryland</li> <li>• Michigan State University</li> <li>• University of Minnesota</li> <li>• Northern Carolina University</li> <li>• Ohio State University</li> <li>• Pennsylvania State University</li> <li>• Texas A&amp;M University</li> <li>• University of Texas – Austin</li> </ul>	Yes
<ul style="list-style-type: none"> <li>• University of Washington – Seattle</li> <li>• University of Wisconsin – Madison</li> </ul>	Located in policy/resource separate from Foundations policy
<ul style="list-style-type: none"> <li>• University of California – Davis</li> <li>• University of Iowa</li> </ul>	No

F. Credits required to satisfy foundations writing requirement

INSTITUTION	SEMESTER CREDIT HOURS REQUIRED
<ul style="list-style-type: none"> <li>University of Maryland</li> <li>North Carolina University</li> <li>Ohio State University</li> <li>University of Wisconsin – Madison</li> <li>University of Texas - Austin</li> </ul>	3
<ul style="list-style-type: none"> <li>Arizona State University</li> </ul>	3 / 6
<ul style="list-style-type: none"> <li><b>University of Arizona</b></li> </ul>	3 / 6 / 9
<ul style="list-style-type: none"> <li>University of California – LA*</li> <li>University of Washington - Seattle*</li> </ul>	3.33 (5 quarter-based credits)
<ul style="list-style-type: none"> <li>Michigan State University</li> <li>University of Minnesota</li> </ul>	4
<ul style="list-style-type: none"> <li>Northern Arizona University</li> </ul>	4 / 6
<ul style="list-style-type: none"> <li>University of Illinois</li> </ul>	4 / 6 / 8
<ul style="list-style-type: none"> <li>University of California- Davis</li> </ul>	5.33 (8 quarter-based credits)
<ul style="list-style-type: none"> <li>University of Florida</li> <li>Texas A&amp;M University</li> </ul>	6
<ul style="list-style-type: none"> <li>Pennsylvania State University</li> </ul>	9
<ul style="list-style-type: none"> <li>University of Iowa</li> </ul>	Up to department; not specified

\*The institution is quarter-based, but has been converted to semester credit hours for ease of comparison.

G. Pathway Details – Credits and Coursework Options

INSTITUTION	CREDITS REQUIRED	COURSE TITLES
University of Arizona	• 9 credits; 3 courses	<ul style="list-style-type: none"> <li>• Foundations Writing for ESL (ENGL 106)</li> <li>• Foundations English Writing (ENGL 107) <i>or</i> First Year Composition (ENGL 101)</li> <li>• Foundations Writing for ESL (ENGL 108) <i>or</i> First Year Composition II (ENGL 102)</li> </ul>
	• 7 credits; 2 courses	<ul style="list-style-type: none"> <li>• First Year Composition I (ENGL 101A)</li> <li>• First Year Composition II (ENGL 102)</li> </ul>
	• 6 credits; 2 courses	<ul style="list-style-type: none"> <li>• First Year Composition I (ENGL 101)</li> <li>• First Year Composition II (ENGL 102)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Foundations Writing for ESL I (ENGL 107)</li> <li>• Foundations Writing for ESL II (ENGL 108)</li> </ul>
	• 3 credits; 1 course	<ul style="list-style-type: none"> <li>• Advanced First Year Composition (ENGL 109H)</li> </ul>
Arizona State University	• 6 credits; 2 courses	<ul style="list-style-type: none"> <li>• First Year Composition I (ENG 101)</li> <li>• First Year Composition II (ENG 102)</li> </ul>
	• 3 credits; 1 course	<ul style="list-style-type: none"> <li>• First Year Composition I for Non-Native English Speakers (ENG 107)</li> <li>• First Year Composition II for Non-Native English Speakers (ENG 108)</li> </ul>
Northern Arizona University	• 4 credits/ 1 course	<ul style="list-style-type: none"> <li>• Critical Reading and Writing in the University (ENG 105)</li> </ul>
	• 6 credits / 2 courses	<ul style="list-style-type: none"> <li>• Composition I (ENG 101)</li> <li>• Composition II (ENG 102)</li> </ul>



University of California- Davis	<ul style="list-style-type: none"> <li>8 credits / not specified</li> </ul>	<ul style="list-style-type: none"> <li>“English Composition coursework (as specified by the candidate’s college)”</li> </ul>
University of California- LA	<ul style="list-style-type: none"> <li>5 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>English Composition, Rhetoric &amp; Language (ENGCOMP 3) or course variation for Diversity, Service Learning, or Engineers)</li> </ul>
University of Florida	<ul style="list-style-type: none"> <li>6 credits / 2 courses</li> </ul>	Students select 2 from list of 11 courses (see full policy for details)
University of Illinois	<ul style="list-style-type: none"> <li>4 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>Writing and Research (RHET 105)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Principles of Academic Writing (ESL 115)</li> </ul>
	<ul style="list-style-type: none"> <li>8 credits / 2 courses</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Writing (RHET 101)</li> <li>Principles of Research (RHET 102)</li> </ul>
	<ul style="list-style-type: none"> <li>6 credits / 2 courses</li> </ul>	<ul style="list-style-type: none"> <li>Oral and Written Communication I (COMM 111)</li> <li>Oral and Written Communication II (COMM 112)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Intro to Academic Writing I (ESL 111)</li> <li>Intro to Academic Writing II (ESL 112)</li> </ul>
University of Maryland	<ul style="list-style-type: none"> <li>3 credits / 1 courses</li> </ul>	<ul style="list-style-type: none"> <li>Academic Writing (ENGL 101)</li> </ul>
Michigan State University	<ul style="list-style-type: none"> <li>4 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>Writing as Inquiry (WRA 101) or Honors (195H)</li> </ul>
University of Minnesota	<ul style="list-style-type: none"> <li>4 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>University Writing (WRIT 1301 OR 1401)</li> </ul>
North Carolina University	<ul style="list-style-type: none"> <li>3 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>Composition and Rhetoric (ENGL 105)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Composition and Rhetoric Interdisciplinary (ENGL 105I)</li> </ul>
Ohio State University	<ul style="list-style-type: none"> <li>3 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>First-Year English Composition (ENGLISH 1110.01,1110.02, or 110.03)</li> </ul>
Pennsylvania State University	<ul style="list-style-type: none"> <li>9 credits / 3 courses</li> </ul>	See full policy text for full list; includes courses from ADTED, AIR, BE, BIOL, BMB, BRS, CAS, EMSC, ENGL, ESL, GEOSC, HIST, MATSE, and WMNST

Texas A&M University	<ul style="list-style-type: none"> <li>• 6 credits/ 2 courses</li> </ul>	<p>Students take 2 English courses, or 1 English course and 1 Communications course.</p> <ul style="list-style-type: none"> <li>• Intro to Rhetoric and Composition (ENGL 103)</li> <li>• Composition and Rhetoric (ENGL 104)</li> <li>• Writing About Literature (ENGL 203)</li> <li>• Public Speaking (COMM 203)</li> <li>• Communication for Tech Professionals (COMM 205)</li> <li>• Argumentation and Debate (COMM 243)</li> </ul>
GL University of Texas-Austin	<ul style="list-style-type: none"> <li>• 3-5 credits / 1 course</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetoric and Writing / for Non Native Speakers (RHE 306 for 3 units, or 306Q for 5 units) OR</li> <li>• World Literature I (E 303C) 3 units</li> </ul>
University of Washington	<ul style="list-style-type: none"> <li>• 5 (quarter) credits / 1 course</li> </ul>	<p>Students choose from ~15 courses (mostly subjects include English, Comparative Literature, and Honors). See policy for full list.</p>
University of Wisconsin	<ul style="list-style-type: none"> <li>• 3 credits / 1 course</li> </ul>	<p>One of the following:</p> <ul style="list-style-type: none"> <li>• Introduction to College Composition (ENGL 100)</li> <li>• Intro to Speech Composition (COMM 100)</li> <li>• Elements of Speech: Honors (COMM 181)</li> <li>• Science and Storytelling (LSC – Life Sciences Communication 100)</li> </ul>

## II. Full Policy Texts

University of Arizona

<https://catalog.arizona.edu/policy/program-graduation/general-education/foundations#writing-requirement1>

### Writing Requirement

**Students must complete one of four strands depending upon placement.** Placement in writing courses is based on the student's high school record and standardized test scores, including the ACT1 English or the RSAT1 Verbal standardized test scores.

1. A three-course (9 credits) sequence in three semesters of:
  - English 106 (for ESL writers), English 107 (ESL equivalent) or English 101, and English 108 (the ESL equivalent) or English 102
2. A two-course (7 credits) sequence in two semesters of:
  - English 101A (4 credits) and English 102
3. A two-course (6 credits) sequence in two semesters of:
  - English 101 and English 102 or
  - English 107 and English 108 (the ESL equivalents)
4. One course (3 credits) with honors placement:
  - English 109H – a grade of C or higher is required to satisfy the requirement with this course. (Note: a grade of D necessitates a repeat of English 109H or completion of English 102 to fulfill the requirement.)

**Transfer students who have at least 56 transfer credits are eligible for the Transfer Portfolio option.**

Students must (1) submit the portfolio within two semesters of transferring to the University of Arizona (including summer sessions), and (2) attend a portfolio information session or make an appointment to speak with the Writing Program Transfer and Placement Coordinator. The Coordinator may be contacted at [Writing Placement](#), or at 520-621-3553. For more information about the Transfer Portfolio, see the [Writing Program Website](#).

**NOTE:** Students who have earned a previous bachelor's or master's degree from an accredited U.S. institution have satisfied the Writing requirement; they do not need to submit a portfolio.

The University Writing Requirements also include the [Mid-Career Writing Assessment \(MCWA\)](#), which takes place after students have completed 40 units and have been admitted to their major degree program, as well as the completion of at least one [Writing Emphasis Course](#) in the major.

University of Arizona

<https://catalog.arizona.edu/policy/program-graduation/general-education/writing-emphasis>

### Writing Emphasis Course

Every undergraduate student must complete:

- two General Education [Writing Attribute](#) courses, and
- at least one [regular junior or senior-level upper-division](#) course in their degree program that has a Writing Emphasis.

Writing emphasis courses assign writing as a tool for learning and promote writing development. In a Writing Emphasis course, at least 60% of the course grade must be based on written work. Such courses are identified with the phrase "Writing Emphasis Course" in the [course description](#) listed in the Catalog.

University of Arizona

<https://catalog.arizona.edu/policy/program-graduation/general-education/writing-assessment>

### Mid-Career Writing Assessment (MCWA)

Every undergraduate degree program requires satisfaction of the Mid-Career Writing Assessment (MCWA). The MCWA is based on students' performance in their second semester English composition course. **A grade of A or B in one of the following courses will satisfy this University writing proficiency requirement:**

- English 102 **or**
- English 108 (for ESL students) **or**
- English 109H (for Honors students)

Transfer courses in composition are evaluated by the [First-Year Writing Program](#) Transfer and Placement Coordinator.

Once students have completed 40 units toward their degrees and have been admitted to their major degree program, their academic records are reviewed. **Students earning less than a B grade** in their second semester composition course must take one or more additional steps to improve their composition skills so they can meet the writing standards of their major department. **Students are responsible for providing evidence that they have completed these additional steps**, or their academic records will not reflect completion of this graduation requirement. Depending on the department's requirements, this evidence might be, for example, an attendance sheet from a workshop series offered by the Writing Center, writing samples revised as part of the Writing Skills Improvement Program, or a polished portfolio of papers written for certain Tier One General Education courses. Once the department has verified that the MCWA requirement has been satisfied, the major advisor notifies the college dean's office that the student has met the department's requirement.

Your [Student Academic Advisement Report \(SAAR\)](#) will display the Mid-Career Writing Assessment as a degree requirement.

**Procedures for students earning less than a B in their second semester composition course:**

- **If you have declared a major:** you should contact your department or college [advisor](#) for your major for instructions on how to satisfy the MCWA for that department. Your advisor will explain what the department expects its majors to do and will give you a reasonable deadline in which to accomplish it.
- **If you change your major:** after meeting the MCWA requirement for one department, be aware that you may need to take additional steps to satisfy the proficiency requirement for the department of your new major. Contact the advisor in your new major for instructions on completing the MCWA for that department.
- **If you have not yet declared a major OR are in the pre-professional phase of your program (e.g., pre-education, pre-nursing):** you should NOT contact your department or college advisor until you have declared a major or are admitted to the professional phase of your program. Prior to declaring a major or while in the pre-professional phase, you may want to strengthen your writing skills through the Writing Center or Writing Skills Improvement Program so that you are better prepared when you are admitted to your major.
- **If you have a double major OR concurrent degree programs:** you should contact the department advisor of your primary major or primary degree program on how to fulfill the MCWA. While you will need to complete any major-specific writing requirements for both of your degree programs, you will satisfy the University-level writing proficiency when you meet the standards established by your primary major.
- **If you have previously earned a bachelor's degree from an accredited American institution:** your advisor for your current major will determine if you have satisfied the Mid-Career Writing Assessment.

Please direct questions to your department or college [advisor](#).

Arizona State University

[https://catalog.asu.edu/ug\\_gsr](https://catalog.asu.edu/ug_gsr)

University undergraduate General Studies requirement

**University requirements - First Year Composition**

In addition to the 35 credit hours of General Studies coursework, [university graduation requirements](#) also require completion of both ENG 101 and ENG 102, or ENG 105 with a grade of "C" (2.00) or higher for graduation from ASU in any baccalaureate or associate degree program. Students for whom English is not a native language may meet the first-year composition requirement by completing ENG 107 and 108 with a grade of "C" (2.00) or higher.

Students who are required to take first year composition must enroll in their first required composition course within the first year and continue to enroll in required composition courses every term until composition requirements are met.

Northern Arizona University

<https://nau.edu/liberal-studies/foundation-requirements/>

Foundation Requirements

You must take 7 credits of foundation requirements, including:

- 4 credits of English
- 3 credits of math

**English foundation requirement**

**ENG 105 Critical Reading and Writing in the University Community**

[ENG 105](#) offers you a valuable seminar experience during your first year to help you develop the writing skills necessary for success at the university and on the job.

You may also meet the English composition requirement by completing English 101 and 102 (6 credits), or equivalents, with a grade of C or better at another accredited university or community college.

You are eligible to take a composition placement exam if you are accepted to the university:

- with an ACT score of 23 or higher
- with a verbal SAT of 530 or higher
- as a transfer student who has completed English 101 or equivalent

If you score high enough on the composition placement exam, you will receive 2 credits toward graduation. Instead of ENG 105, you will take [ENG 205](#), in which you can earn another 2 credits, for a total of 4 credits. If your score on the placement exam is insufficient, you must take ENG 105.

If you receive a score of four on either the AP English Language and Composition Exam or the English Literature and Composition Exam, you will receive 2 credits toward graduation and take ENG 205. You cannot combine the 2 credits for each exam to complete the English foundation requirement. You must take ENG 205.

UC Davis

<https://academicsenate.ucdavis.edu/bylaws-regulations/regulations#522->

Baccalaureate Degree Requirements in General Education

A. Each candidate for a baccalaureate degree shall satisfy a General Education requirement comprising two components: Topical Breadth and Core Literacies. (Am. 6/6/2008)

1. The Topical Breadth component shall be separated into three subject matter areas: Arts and Humanities; Science and Engineering; and Social Sciences. (Am. 6/6/2008)

2. The Core Literacies component shall have four parts: Literacy with Words and Images; Civic and Cultural Literacy; Quantitative Literacy; and Scientific Literacy. (En. 6/6/2008)

B. The Topical Breadth component shall be satisfied by passing between 12 and 20 units of courses in each subject matter area, for a total of 52 units from all three areas. (En. 6/6/2008)

C. The Core Literacies component shall be satisfied by passing at least the specified number of units of coursework in the following four parts: (En. 6/6/2008)

1. Literacy with Words and Images shall be satisfied with: (En. 6/6/2008)

- 8 units or the equivalent of English Composition coursework (as specified by the candidate's college); (En. 6/6/2008)
- 6 units of designated writing experience coursework in the candidate's major or elsewhere; (En. 6/6/2008)
- 3 units of additional designated coursework in either oral skills or writing experience; and (En. 6/6/2008)
- 3 units of designated coursework in visual literacy. (En. 6/6/2008)

2. Civic and Cultural Literacy shall be satisfied with (En. 6/6/2008)

- 3 units of designated coursework in American cultures, governance and history (En. 6/6/2008, Am. 9/1/2017)
- 3 units of designated coursework in domestic diversity (En. 9/1/2017)
- 3 units of designated coursework in world cultures. (En. 6/6/2008)

3. Quantitative Literacy shall be satisfied with 3 units of designated coursework in quantitative literacy. (En. 6/6/2008)

4. Scientific Literacy shall be satisfied with 3 units of designated coursework in scientific literacy. (En. 6/6/2008)

D. In satisfying the General Education requirement: (Am. 6/6/2008)

1. Course units that satisfy requirements in the candidate's major or majors may also be counted toward satisfaction of General Education requirements.

2. While some courses may be certified in more than one of the three subject matter areas for Topical Breadth, no student may count a given course in more than one subject matter area. (En. 6/6/2008)

3. No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies. (En. 6/6/2008)

4. With the exception of the 8 units of designated English Composition coursework, a course offered toward the satisfaction of the Core Literacies component may also be offered in satisfaction of the Topical Breadth component. (En. 6/6/2008)
5. No course passed prior to satisfaction of the Entry Level Writing Requirement shall be offered toward satisfaction of the General Education requirements for writing experience coursework. (Am. 6/6/2008)
6. Candidates may not present Advanced Placement or International Baccalaureate credit in satisfaction of General Education requirements, except insofar as it may be applied to the English Composition component of the Literacy with Words and Images requirement. (En. 6/6/2008, Am. 6/3/2011)
7. Transfer students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) are exempt from all General Education requirements that may be met with lower-division courses. (Am. 6/6/2008, 6/3/2011)
8. Students transferring to UC Davis who have not completed the IGETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. (Am. 6/6/2008, 6/3/2011)
9. The Committee on Courses of Instruction has authority to delegate and to rescind prior delegation to the Deans of the undergraduate colleges the authority to determine the suitability of non-UC Davis courses presented by new and continuing undergraduate students in satisfaction of General Education requirements. (En. 6/3/2011)
10. Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education requirements. (En. 6/6/2008)

University of California – LA

<https://catalog.registrar.ucla.edu/browse/College%20and%20Schools/CollegeofLettersandScience/College-Requirements/Writing-Requirement>

#### Writing Requirement

Students must complete the UC Entry-Level Writing or English as a Second Language (ESL) requirement prior to completing the College writing requirement.

Students admitted to the College are required to complete a two-term writing requirement—Writing I and Writing II. Two courses in English composition are required for graduation. Both courses must be taken for letter grades, and students must receive a C or better grade in each (a C– grade is not acceptable).

#### Writing I



The Writing I requirement must be satisfied within the first three terms of enrollment by completing English Composition 3, 3D, 3DX, 3E, or 3SL with a C or better grade (a C– or Passed grade is not acceptable).

The Writing I requirement may also be satisfied by scoring 4 or 5 on one of the College Board Advanced Placement Examinations in English; completing a course equivalent to English Composition 3 with a C or better grade (a C– or Passed grade is not acceptable) taken at another institution; or scoring 5, 6, or 7 on an International Baccalaureate Higher Level Examination.

Students whose native language is not English may need to take English Composition 1A, 1B, and 2I before enrolling in a Writing I course. All courses in the sequence must be passed with a C or better grade (a C– or Passed grade is not acceptable).

Qualifying examination scores and courses are determined by the College Faculty Executive Committee.

## **Writing II**

The Writing II requirement must be satisfied within seven terms of enrollment by completing one course from a list of [Writing II courses](#) approved by the College Faculty Executive Committee; see the Registrar's [Writing II requirement](#) web page for details. Courses that satisfy the requirement are denoted by a W suffix and are [impacted](#). The course must be completed with a C or better grade (a C– or Passed grade is not acceptable).

Applicable Writing II courses may also fulfill preparation for the major requirements and, if approved for general education (GE) or diversity credit, may also fulfill a GE or diversity requirement.

Transfer students with 90 or more units who have completed the Intersegmental General Education Transfer Curriculum (IGETC) will have satisfied the Writing I, Writing II, and reciprocity requirements. No transfer student is admitted to the College without completing, with a C or better grade (a C– grade is not acceptable), a college-level writing course that Undergraduate Admission accepts as equivalent to English Composition 3.

University of California – LA

<https://catalog.registrar.ucla.edu/Undergraduate-Study/Degree-Requirements/College-School-and-Department-Requirements>

College, School, and Department Requirements

### **College or School Requirements**

The College and each school with undergraduate programs establish their own degree requirements. These generally include a unit requirement that defines the total number of units to be completed; scholarship requirement that defines a minimum grade-point average; residence requirement that defines the amount of study that must be undertaken in residence at the UCLA campus; and course requirements that may include general education courses, reading and composition courses, foreign language courses, and core courses for the field of study. See [each school](#) for details on requirements set by the College and each of the schools.

## Department Requirements

Each department or interdepartmental program sets its own degree requirements in addition to those established by the College or school. Department requirements generally include preparation for the major, which are lower-division courses designed to prepare students for advanced study; and the major, which are upper-division course requirements. [Each department](#) lists its own requirements.

University of Florida

<https://catalog.ufl.edu/UGRD/academic-programs/general-education/#text>

General Education (GEN ED)

Through General Education courses, students gain fresh perspectives and discover new approaches to intellectual inquiry that promote understanding of both the traditional and the newly discovered. To achieve these outcomes, the General Education curriculum encompasses a breadth of knowledge in composition, diversity studies, humanities, international studies, mathematics, biological, physical, and social and behavioral sciences.

Ultimately, competence in these areas enables students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe; and to participate fully and responsibly as informed citizens in local, national, and global matters.

## GENERAL EDUCATION CATEGORIES

The General Education curriculum is organized around eight major subject areas.

[More Info](#)

- Biological Sciences
- Composition
- Diversity
- Humanities
- International
- Mathematics
- Physical Sciences
- Social and Behavioral Sciences

## GENERAL EDUCATION PROGRAM REQUIREMENTS

All undergraduate students, except those transferring to UF with an AA degree from a Florida public college or an AA certificate from a Florida public state university, are required to complete UF's General Education requirement to graduate.

Subject Area	State Core	Gen Ed Courses	Totals
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Biological and Physical Sciences <sup>1</sup>	3	3	6
Composition	3	3	6
Humanities <sup>1</sup>	3	3	6
Social and Behavioral Science <sup>1</sup>	3	3	6
Mathematics	3	3	6
Additional Required Gen Ed Coursework (Humanities, Social Science, or Natural Science) <sup>2</sup>		6	6
<b>OVERALL TOTALS</b>	<b>15</b>	<b>21</b>	<b>36</b>

1. To complete General Education, student must select a General Education course in the Humanities that features the UF Quest 1 subject area for 3 credits, a General Education course in the Social and Behavioral Science or Natural Science that features the UF Quest 2 subject area for 3 credits, a General Education course that features the International subject area for 3 credits, and a General Education course that features the Diversity subject area for 3 credits.
2. Majors that feature extensive use of these subject areas may require a student to complete all 6 Additional Required Gen Ed Coursework credits in a particular subject area. See the major's Recommended Model Semester Plan for details.

#### SUBJECT AREA OBJECTIVES

##### **Composition**

**Communication** courses must afford students the ability to communicate effectively, including the ability to write clearly and engage in public speaking.

**Composition (C)** is a sub-designation of Communication at the University of Florida.

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

#### STATE CORE GEN ED COMPOSITION COURSES

ENC 1101	Expository and Argumentative Writing	3
ENC 1102	Argument and Persuasion	3
ENC 1145	Topics for Composition	3
ENC 2210	Technical Writing	3
ENC 2305	Analytical Writing and Thinking	3

ENC 3246	Professional Communication for Engineers	3
ENC 3254	Professional Writing in the Discipline	3
ENC 3453	Writing in the Health Professions	3
ENC 3459	Writing in the Medical Sciences	3
ENC 3464	Writing in the Social Sciences	3
ENC 3465	Writing in the Law	3

University of Illinois

<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>

### Degree and General Education Requirements

The University of Illinois Urbana-Champaign requires that all undergraduate students take General Education - or "Gen Ed" - courses to gain and use broad knowledge beyond the specialized learning they will do in a major field of study. These Gen Ed requirements cover the kinds of knowledge all students should have: the humanities and arts, social and behavioral sciences, natural sciences and technology, quantitative reasoning, composition/writing, and cultural studies.

General Education courses at Illinois are mindful of our students' diverse backgrounds, needs, and interests, and are an essential component of the transformative learning that prepares our graduates to become alumni who make a significant societal impact. These courses build students' abilities to think critically, solve problems, generate new ideas and create knowledge, make connections between academic disciplines, respect and understand differences, and develop as citizens and leaders.

General Education at Illinois is more than a set of required courses; it is a gateway into the Illinois experience.

Courses are noted as fulfilling one or more of the following categories:

- Composition I
- Advanced Composition
- Humanities and the Arts: Literature & the Arts or Historical & Philosophical Perspectives
- Natural Sciences and Technology: Life Science or Physical Science
- Quantitative Reasoning
- Social and Behavioral Sciences
- Cultural Studies: Western/Comparative Cultures, Non-Western Cultures, and US Minority Cultures

For a list of current courses approved for General Education credit, please visit the [Course Explorer](#).

## Written Communication Requirement

### Undergraduate Students:

- Satisfactory proficiency in written communication is a requirement for all undergraduate degrees awarded at the University of Illinois Urbana-Champaign. This proficiency can be certified by the satisfactory completion of the “Composition I” general education requirement via the one-semester, four-hour course Rhetoric 105 (Writing and Research); the two-semester, eight-hour sequence of Rhetoric 101 (Principles of Writing) and 102 (Principles of Research); or the two-semester, six-hour sequence Communication 111 and 112 (Oral & Written Communication I and II).
- A student who achieved, prior to enrolling in college-level coursework, a sufficiently high score on either the appropriate college-preparatory English exam (currently ACT, SAT, AP, or IB) will earn course credit that fulfills the general education “Composition I” requirement and thus will satisfy the Written Communication requirement for graduation. Note that ACT and SAT scores are taken into consideration for fulfillment of this requirement only when submitted to the Office of Undergraduate Admissions as part of the application process. More information can be found under “Proficiency Testing” at [go.illinois.edu/pnp](http://go.illinois.edu/pnp).
- Non-native English-speaking students who are mandated to take the English Placement Test (EPT) and given an English as a Second Language (ESL) placement must fulfill their Written Communication requirement by taking the two-semester, six-hour sequence of ESL 111 and 112 or the one-semester, four-hour ESL 115 course. They might also be required to take ESL 110 (Pronunciation). Non-native English-speaking students who are not required to take the EPT due to sufficiently high TOEFL iBT or IELTS scores may elect to satisfy the Written Communication requirement by taking the ESL, or the Rhetoric, or the Communication sequences. Students in this category who wish to take ESL must take the EPT to determine correct placement.
- If the academic credentials of a transfer student do not indicate fulfillment of coursework equivalent to fulfill the Written Communication graduation requirement, the student will need to do additional coursework to satisfy this requirement. Non-native English-speaking transfer students may be required to take the English Placement Test (EPT).

University of Iowa

<https://catalog.registrar.uiowa.edu/academics-iowa/general-education-requirements/>

General Education Requirements

Undergraduate general education requirements vary based on the college. This table is intended to be used for comparative purposes between colleges. Some colleges and some programs of study do not have undergraduate general education requirements; others have general education requirements specific to an individual program of study, like those in Carver College of Medicine. Check each program of study's page in the catalog for program-specific

requirements. [World language](#) graduation requirements by college can be found following this table.

GE REQ	COL. OF LIBERAL ARTS & SCI	COL. OF PUBLIC HEALTH	TIPPIE COL. OF BUSINESS	COL. OF EDU	COL. OF NURSING	UNIVERSITY COLLEGE	COL. OF ENGR
Approved Course Subjects							X
Business/ Mgmt						BAS only	
Critical Thinking						BLS only	
Diversity & Incl	X	X	X	X			X
Engr Be Creative							X
Hist. Perspectives	X	X	X	X			
Intl and Global Issues	X	X	X	X		X	X
Interpretation of Lit	X	X	X	X		BLS only	
Info Literacy						BLS only	
Leadership & Career Dev						BLS only	
Lit, Visual, & Perf Arts	X	X		X			
Nat Sci with lab	X	X		X	See "Natural Science Prerequisites" on BSN page	X	
Nat Sci w/o lab			X		See "Natural Science Prerequisites" on BSN page	BLS only	
Quantitative reasoning	X	X		X		X	
Rhetoric	X	X	X	X		X	X
Social Sci	X	X	X	X		BAS only	
Sustainability	X	X		X			

Values & Culture	X	X	X	X			
Values, Society & Diversity						X	

#### University of Iowa

<https://catalog.registrar.uiowa.edu/liberal-arts-sciences/rhetoric/>

#### Rhetoric for the GE CLAS Core

Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading. They also build competence in research and inquiry as well as in analysis and persuasion, starting with public controversies in their social contexts and generalizing to all forms of idea presentation, whether academic readings, everyday debates, media messages, or student papers. Writing and speaking skills are emphasized and developed.

All rhetoric classes follow specific department goals, but each instructor uses a unique set of texts and contexts to teach rhetorical concepts. Rhetoric courses are sometimes organized around a special topic, such as the STEM fields (science, technology, engineering, and mathematics) or sustainability, but the primary emphasis is always on responsible inquiry and analysis. Some course sections involve special activities, such as service-learning components, but the workload across all sections is comparable, with a fixed number of major assignments and a department-approved library of readings.

During their first year at the university, students enroll in the rhetoric course indicated on their degree audit unless they are required to complete one or more prerequisite courses in English as a Second Language (ESL) as a result of their English proficiency evaluation.

Students planning to transfer to the University of Iowa should discuss rhetoric course equivalencies as soon as possible with the University of Iowa [Office of Admissions](#).

Students who undergo formal evaluation by [Student Disability Services](#) and are found to have a learning disability in reading, writing, or speaking should request reasonable accommodations in order to complete rhetoric. Accommodations may be arranged by Student Disability Services in consultation with the Department of Rhetoric and individual instructors.

#### University of Maryland

<https://academiccatalog.umd.edu/undergraduate/general-education-requirements/#requirementstext>

#### Elements of the General Education Program

The General Education program is comprised of courses that build foundational skills ([Fundamental Studies](#)), courses that expand the breadth of your education ([Distributive Studies](#)) and courses that explore and study human, societal and cultural differences ([Diversity](#)). At least two of your Distributive Studies courses will delve in to a "Big Question" as seen through the lens of a particular academic discipline ([I-Series](#)).

## FUNDAMENTAL STUDIES

*Master the skills.*

The Fundamental Studies portion of the General Education program consists of 5 courses (nominally 15 credits), with one course in each of the following areas:

- [Academic Writing](#)<sup>1</sup>
- [Analytic Reasoning](#)
- [Mathematics](#)<sup>1</sup>
- [Oral Communication](#)
- [Professional Writing](#)

### **Academic Writing**

The *Academic Writing* requirement prepares students with a foundational understanding of the writing skills needed for success in further studies at Maryland and beyond. All students must earn a grade of C- or better in *Academic Writing* in order to meet this General Education requirement.<sup>1</sup>

### **Analytic Reasoning**

Courses in *Analytic Reasoning* foster a student's ability to use mathematical or formal methods or structured protocols and patterns of reasoning to examine problems or issues by evaluating evidence, examining proofs, analyzing relationships between variables, developing arguments, and drawing conclusions appropriately.

If a student successfully completes an *Analytical Reasoning* course that requires a Fundamental Studies *Mathematics* course as a prerequisite, then the *Mathematics* requirement will also be considered to be fulfilled.

### **Mathematics**

The goal of the *Mathematics* requirement is to convey the power of mathematics, demonstrated by the variety of problems that can be modeled and solved by quantitative means. Ability in mathematics is a critical measure of how well students are prepared to meet the challenges they will face in their lives beyond school.<sup>1</sup>

### **Oral Communication**

Human relationships, from the most formal to the most personal, rest in large measure on skilled listening and effective speaking. Skillful listening and speaking support success in personal relationships, educational undertakings, professional advancement, and civic engagement.

### **Professional Writing**

The *Professional Writing* requirement strengthens writing skills and prepares students for the range of writing expected of them after graduation.<sup>1</sup>

These course must be attempted by 30 credits and successfully completed by 60 credits.



Michigan State University

<https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=282>

## Graduation Requirements

### Writing Requirement

Each student must complete the university's writing program requirements as follows:

1. The Tier I writing requirement that consists of either a. or b. below.
  - a. one of the following 4-credit Tier I writing courses during the first year: Writing, Rhetoric and American Cultures 101 or 195H; or
  - b. the developmental writing courses: Writing, Rhetoric and American Cultures 0102 and 1004 and one 4-credit Tier I writing course during the first year.
2. Based on the English placement mechanism, a student may be required to complete the developmental writing courses prior to enrolling in a Tier I writing course. The developmental writing courses are administered by the Department of Writing, Rhetoric and American Cultures. For additional information, refer to the statement on Academic Placement Tests.
3. First-year students who have taken the College Board Advanced Placement Examination in English should consult the statement on Academic Placement Tests. Transfer students should consult the statement on Transfer Student Admission.
4. For students who are enrolled in James Madison College, the completion of James Madison College 111 satisfies the university Tier I writing requirement.

For students who are enrolled in Lyman Briggs College, the completion of Lyman Briggs 133 satisfies the university Tier I writing requirement.

For students who are enrolled in the Residential College in the Arts and Humanities, the completion of Residential College in the Arts and Humanities 111 satisfies the university Tier I writing requirement.

5. The Tier II writing requirement for the student's academic major and degree program. This requirement involves writing in the student's discipline and is met by completing either:
  - a. one or more 300–400 level Tier II writing courses as specified for the student's academic major and degree program, or
  - b. a cluster of 300–400 level courses that involve writing experiences and that are approved as the Tier II writing requirement for the student's academic major and degree program.

University of Minnesota

[https://onestop.umn.edu/academics/undergraduate/lib-ed-requirements-overview/liberal-education-requirements#:~:text=First%20Year%20Writing%3A%20All%20students,Writing%20Intensive%20\(WI\)%2](https://onestop.umn.edu/academics/undergraduate/lib-ed-requirements-overview/liberal-education-requirements#:~:text=First%20Year%20Writing%3A%20All%20students,Writing%20Intensive%20(WI)%2)

[Courses.](#)

## Liberal Education Requirements

The University of Minnesota and its faculty are committed to providing an education that invites you to investigate the world from new perspectives, learn new ways of thinking, and grow as an active citizen and lifelong learner. The University's liberal education requirements for all students are designed to be integrated throughout your four-year undergraduate experience. These courses provide you an opportunity to explore fields outside your major and complement your major curriculum with a multidisciplinary perspective.

- [Search for courses that fulfill your liberal education requirements](#)
- Reference the [Class Search](#) when planning your degree
- [Look up a program to find degree requirements](#)

### Current liberal education requirements

If you were admitted to a degree program in fall 2010 or later, you will follow the revised liberal education requirements listed below. However, if you are a student admitted prior to fall 2010, you will continue to follow the [liberal education requirements prior to fall 2010](#) that were current when you were admitted.

The [University of Minnesota's writing requirement](#) has two components: First-Year Writing and Writing Intensive courses.

- First-Year Writing: All students are expected to complete the first-year writing requirement (WRIT 1301, 1401, or equivalent) within their first two semesters of registration.
- Writing Intensive: In addition to the first-year writing requirement, students must complete four Writing Intensive (WI) courses. These courses help students understand what it means to write in various disciplines. Two of the four courses must be completed at the upper-division (3xxx or higher) level, and one of the two upper-division courses must be within a student's major field of study.

## University of North Carolina

<https://catalog.unc.edu/undergraduate/ideas-in-action/>

### First-Year Foundations

Start strong! This is a set of special courses and experiences in the first year designed to help students navigate their transition to the college environment, get them ready to take ownership of their education, and make the most of the opportunities at Carolina.

Students must complete the First-Year Foundation requirements during the first academic year on campus (two semesters), with the exception of Global Language. Students are strongly encouraged to begin Global Language during their first year.

<b>First-Year Foundations</b>	
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IDST 101 College Thriving <sup>H, 1</sup>	1
First-Year Seminar or First-Year Launch <sup>1</sup>	3
Triple-I and Data Literacy <sup>1</sup>	4
ENGL 105 or ENGL 105I English Composition and Rhetoric / Interdisciplinary	3
Global language through level 3 <sup>2</sup>	Varies
<b>Total Hours</b>	<b>11</b>

**H** Honors students may use HNRS 101 to fulfill the College Thriving requirement.

<sup>1</sup>Must be completed at UNC–Chapel Hill. Transfer credit and by-examination credit are not awarded.

<sup>2</sup>Some majors require additional levels. Students are strongly encouraged to begin Global Language during their first year.

Transfer students who completed at least 24 hours of post-high school transfer credit are required to complete [ENGL 105](#) (or [ENGL 105I](#)) and Global Language, but not the other First-Year Foundation requirements. Test credit (e.g., AP, IB, SAT II) does not apply to this calculation. More information for transfer students, early college Students, and transfer credit from a North Carolina community college can be found in this [catalog](#).

#### Additional First-Year Foundation Policies

- Courses used to satisfy First-Year Foundation requirements may not be declared Pass/Fail. This includes level 1, level 2, and level 3 language courses being used to fulfill the Global Language (through level 3) requirement. Note that [IDST 101](#) is only offered as Pass/Fail.
- Students may take and receive credit for only one course in each of the following requirement categories: 1) College Thriving ([IDST 101](#)), 2) First-Year Seminar or First-Year Launch, 3) Triple-I + Data Literacy, 4) [ENGL 105](#) or [ENGL 105I](#).
- All First-Year Foundation requirements must be satisfied by taking courses at UNC–Chapel Hill, with three exceptions:
  - UNC faculty-led First-Year Seminars awarding UNC graded credit in study abroad programs may be used to satisfy the First-Year Seminar requirement.
  - [ENGL 105](#) may be satisfied with transfer credit, but not with by-examination (BE) credit.
  - Global Language may be satisfied with college transfer credit, UNC language placement test credit (PL), by-examination (BE) credit, or from prior educational experience. Additional information can be found in this [catalog](#) and on the [Language Placement website](#).
- Students must maintain continuous enrollment in Global Language courses until they have completed the requirement. See "[Continuous Course Enrollment](#)" section in this catalog.

- Students are not permitted to drop ENGL 100, ENGL 105, ENGL 105I, or Global Language levels 1 through 3 being used to fulfill the Gen Ed requirement after the second week of the semester, unless approved by a dean in the Academic Advising Program. See "[Continuous Course Enrollment](#)" section in this catalog.
- Students are not permitted to drop only Triple-I and not the data literacy lab (or vice versa). These are enforced corequisite courses that must be taken together.
- A First-Year Seminar/First-Year Launch course may overlap with one or more of the following Gen Ed requirements: 1 Focus Capacity (+Lab), Research and Discovery, High-Impact Experience, Communication Beyond Carolina.

Ohio State University

<https://english.osu.edu/writing-programs/fyw-curriculum>

First-Year Writing Curriculum

The First-Year Writing Program at The Ohio State University consists of the courses English 1110.01, English 1110.02 and English 1110.03. All three of these courses fulfill the university's first General Education Writing and Related Skills requirement, though each is structured slightly differently to respond to the needs of a range of students.

#### **English 1110.01 or 1110.02: First-Year English Composition**

- English 1110.01 provides exposure to and practice of critical analysis through extensive writing practice and intensive reading of student- and professionally-authored texts.
- English 1110.02 differs from English 1110.01 in that the course readings are primarily literary texts.

Both 1110.01 and 1110.02 meet the GE writing requirement.

#### **English 1110.03: First-Year English Composition**

Students can place directly into 1110.03 from the placement test or take this course following successful completion of 1109. Enrollment in English 1110.03 is limited to no more than 15 students.

The curriculum of 1110.03 is aligned with the curriculum of all 1110 courses, and students who complete this course receive credit for the first GE writing requirement.

#### **English 1193**

Students in 1110.03 concurrently enroll in English 1193, a one-hour companion course that provides additional tutoring and support. The requirements of 1193 may vary by campus, so check with your instructor about expectations for 1193.

#### **English 1109: Intensive Writing and Reading**

These four-hour courses meet four days each week for 55 minutes each day. 1109 is a small class with no more than 15 students. Individual syllabi vary somewhat, but most sections ask students to investigate a theme through intensive writing and reading. The goal of this course is to give students intensive practice with college-level reading and writing projects. After completing 1109, students enroll in 1110.03.

1109 does not meet the GE writing requirement.

#### Ohio State University

<https://advising.osu.edu/general-education-requirements>

#### General Education Requirements

The Ohio State University is committed to educating students for life as well as for their future careers. The university's General Education (GE) requirements are a vital piece of their education that every undergraduate student at Ohio State shares, regardless of major. It is designed to enhance a student's technical training for a career in a specific field with other skills that will make them a well-rounded person. These include skills such as communication, critical analysis, and cultural awareness.

In Autumn 2022, the university implemented [a new set of GE requirements](#) for most new students. Students who enrolled at Ohio State before Autumn 2022 continue to complete their "[General Education - Legacy](#)" courses.

#### More Information

The Legacy GE (GEL) is based on the same categories of classes across the university, with slight variations for each college, major, and/or program of study (for example: Honors students or students pursuing an AA/AS may have different requirements).

You may be able to use some GE coursework to meet some of your major requirements, too. To learn more about your specific requirements (especially those for GEL), please click on your college link below. *If you are unsure of what college you are in, you can [search for your major here](#) and find the college in the middle column.*

Writing and Information Literacy is 3 units for each, but different course options.

#### Pennsylvania State University

<https://bulletins.psu.edu/undergraduate/general-education/domains/>

#### Foundations and Knowledge Domains

##### WRITING AND SPEAKING (GWS)

In Writing and Speaking (GWS) courses, students do more than improve their abilities to communicate information clearly. They learn to set forth arguments persuasively and well, both orally and in writing. Students should emerge from their GWS courses as more accomplished writers and speakers, competent in a wide variety of settings.

To help students achieve GWS goals, the University provides GWS courses and an appropriate learning environment that will:

- provide opportunities for students to become increasingly effective communicators as they enter new contexts and address new audiences;

- provide opportunities for students to become increasingly accomplished in written, oral, digital, and visual communication.

#### GWS STUDENT LEARNING CRITERIA

Upon successful completion of the General Education Writing and Speaking requirements, students will have increased their abilities to:

- demonstrate rhetorical and analytical skills as they explore, compose, interpret, and present a variety of texts;
- communicate effectively and persuasively to a range of audiences;
- demonstrate capacities for critical thinking, listening, and generating ideas;
- demonstrate proficiency in composing processes;
- employ the conventions of both spoken and written communication with sensitivity to context and venue.

ADTED 100	Adult Learners in the University	3
AIR 352	Leading People and Effective Communication II	3
BE 391	Communication Skills for BE and BRS Students	2
BE 392	Leadership Skills for BE and BRS Students	2
BIOL 403	Biological Writing and Communication for Research	3
BMB 591	Undergraduate Research in Cellular Dynamics II: Communicating Scientific Findings	3
BRS 391	Communication Skills for BE and BRS Students	2
BRS 392	Leadership Skills for BE and BRS Students	2
CAS 100A	Effective Speech	3
CAS 100B	Effective Speech	3
CAS 100C	Effective Speech	3
CAS 100S	Effective Speech	3
CAS 137H	Rhetoric and Civic Life I	3
CAS 138T	Rhetoric and Civic Life II	3
EMSC 100S	Earth and Mineral Sciences First-Year Seminar	3
ENGL 15	Rhetoric and Composition	3
ENGL 15A	Rhetoric and Composition	3
ENGL 15E	Rhetoric and Composition Enhanced	3
ENGL 15S	Rhetoric and Composition	3
ENGL 30H	Honors Rhetoric and Composition	3
ENGL 30T	Honors Freshmen Composition First-Year Seminar	3
ENGL 137H	Rhetoric and Civic Life I	3
ENGL 138T	Rhetoric and Civic Life II	3
ENGL 202A	Effective Writing: Writing in the Social Sciences	3
ENGL 202B	Effective Writing: Writing in the Humanities	3
ENGL 202C	Effective Writing: Technical Writing	3

ENGL 202D	Effective Writing: Business Writing	3
ENGL 202H	Effective Writing: Honors	3
ESL 15	ESL Composition for American Academic Communication	3
GEO SC 435	Geoscholarship	3
HIST 297N	Special Topics - Inter Domain	1-9
MATSE 203	Technical Communications	3
WMNST 297N	Special Topics	1-9

Pennsylvania State University

<https://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program/>

### Baccalaureate Degree General Education Requirements

The baccalaureate degree General Education program consists of 45 credits that are distributed among four General Education components:

- Foundations courses in writing, speaking and quantification (15 credits)
- Knowledge Domain breadth in the Arts, Humanities, Natural Sciences, Social and Behavioral Sciences, and Health and Wellness (15 credits)
- Integrative Studies bridging commonality and intersections in learning (6 credits)
- Exploration within General Education (9 credits)

A summary of the applicable attributes to determine if a course satisfies a requirement is available on the [University Course Description](#) page. The keystone symbol appears by the title of any course that is designated as a General Education course. Program requirements that may also satisfy General Education requirements vary for each program and is detailed on each degree requirements page.

All General Education courses are to help students explore and integrate information beyond the special focuses of their majors. Students may not meet the General Education Breadth in Knowledge Domains and Exploration components by taking courses in the department or program identical to that of the academic major. For example, an Economics major may not use an ECON course or a course cross-listed with ECON to fulfill a General Education requirement. The Integrative Studies requirement is not subject to this policy.

The General Education requirements for students who enrolled at Penn State prior to Summer 2023 can be found in the [Archive](#).

### BACCALAUREATE DEGREE REQUIREMENTS

#### FOUNDATIONS

Total 15 credits

Requirement	Credits
Writing/Speaking (GWS) * <sup>s</sup>	9

Quantification (GQ) **§	6
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\* Requires a grade of C or better.

§Inter-Domain courses may not be used for this requirement.

†3-6 credits are selected from mathematics, applied mathematics, and statistics; 3 credits may be selected from computer science or symbolic logic.

Texas A&M University

<https://writingcenter.tamu.edu/undergrads/w-c-courses>

#### W & C Courses

TAMU undergraduates must pass two approved courses in their major that fulfill the graduation requirement for writing and oral communication. Students may opt to take one W (writing) course and one C (communications) course or two W courses.

If you are not sure whether a course is approved for your major, check with your academic advisor. If you are a double major, you need to fulfill the requirement in one of your majors. That means you need two courses in one major, not one in each or two in each.

The W/C graduation requirement may not be met by any course listed as a University Core Curriculum communication requirement. In addition to taking the W/C courses, students must fulfill the 6-credit hour Core Curriculum Communication requirement.

Texas A&M University

<https://catalog.tamu.edu/undergraduate/general-information/university-core-curriculum/#text>

#### University Core Curriculum

##### Communication – 6 SCH

COMM 203	Public Speaking	3
COMM 205	Communication for Technical Professions	3
COMM 243	Argumentation and Debate	3
ENGL 103	Introduction to Rhetoric and Composition	3
ENGL 104	Composition and Rhetoric	3
ENGL 203	Writing About Literature	3
ENGL 210	Technical and Professional Writing	3

Courses in this category focus on developing ideas and expressing them clearly, considering the effective of the message, fostering understanding, and building the skills needed to



communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience. The following skills will be addressed in the courses that comprise this area: critical thinking, communication, team work, and personal responsibility.

University of Texas-Austin

<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/core-curriculum/#text>

Core Curriculum

### **English Composition and Writing Flag**

Six hours are required.

> [Rhetoric and Writing 306](#)

Nonnative speakers of English may take [Rhetoric and Writing 306Q](#) instead of [Rhetoric and Writing 306](#). Students in the Plan II Honors Program may take [English 303C](#) or [Tutorial Course 303C](#) instead of [Rhetoric and Writing 306](#).

> A three-hour course with a Writing Flag designation

The Writing Flagged course counted toward this area of the Core Curriculum may also be used to satisfy other Flag and major requirements outside the Core Curriculum, but may not be used to satisfy any other requirement of the Core Curriculum.

University of Washington-Seattle

<https://advising.uw.edu/degree-overview/general-education/english-composition/#~:text=Grade%20required,the%20School%20of%20Social%20Work.>

English Composition

There are many different composition courses that will fulfill your English Composition (C) Requirement. All are 5-credit courses. Some are linked to other courses, and the papers you write in the English Composition course are the papers required by the companion course. Because the vast majority of college courses require writing, you should plan to complete this requirement during your freshman year.

Grade required

Most colleges and schools require you to have at least a 2.0 in your English Composition course, including the College of Arts and Sciences, the College of the Environment, the Information School, the School of Medicine, the School of Nursing, and the School of Social Work. The course may not be taken with the satisfactory/not satisfactory (S/NS) grading option. There are some exceptions for transfer students.

Placement

The UW does not have a placement test for English Composition. The 100-level composition

courses are all at the same level; ENGL 198, for example, is not a more advanced course than ENGL 131. The courses vary in topic and in approach to writing instruction. Consult the [Course Descriptions](#) or an adviser for more information.

#### No overlap

The course you use to satisfy the English Composition requirement does not also count toward the additional writing requirement. Nor do any of the courses count toward the Areas of Inquiry requirement. Your English Composition course may count toward your major, but this is rare.

#### AP and IB

The UW grants general elective credit for AP and IB English, they cannot be used to satisfy either the English Composition or Additional Writing requirement.

#### For transfer students

English Composition courses that transfer as at least 4.5 credits may be used to satisfy this requirement and should be marked "C" on your transfer evaluation. You can also combine two 3-credit English Composition courses. If you completed an English Composition course that didn't transfer as a UW-designated English Composition course, and is not marked "C," consult an adviser.

If you took your English Composition course(s) pass/fail at another college *before you were a UW student*, you are allowed to count it toward the requirement. Also, if the course was available only on a non-graded basis, you are allowed to count it toward the requirement no matter when you completed it.

You can check the [UW Equivalency Guide for Washington Community and Technical Colleges](#) to determine which courses from Washington community colleges count toward the UW's English Composition requirement; they are marked in the lists with a "C."

#### For postbaccalaureate students

Postbaccalaureate students are not required to complete the English Composition requirement.

#### Registration restrictions

Students with composition ("C") credit in English 111, 121, or 131 (i.e. students who receive a grade of 2.0 or higher in any of these courses) are prevented from enrolling in a second course in this series.

In exceptional cases, students will be able to petition the English department for permission to register for a second 111, 121, or 131 course. Students who have successfully completed ENGL 109/110 or any of the Interdisciplinary Writing Program courses (ENGL 197, 198, 199) will not be similarly restricted from enrolling in ENGL 111, 121, or 131.

Transfer students who have 10 or more credits of courses deemed equivalent to ENGL 111, 121, or 131 will not lose credit as a result of this policy.

[classes#:~:text=Composition%3A%20the%20UW%20requires%205,few%20specialized%20upper%2Ddivision%20courses.](#)

## Registration Policies for English Classes

### [A note on the English Composition requirement and the "W" Additional Writing requirement](#)

**Composition:** the UW requires [5 credits in an approved English composition course](#). Only a small number of courses are approved, and they include C LIT 240, ENGL 109 + 110, ENGL 111, 121, 131, 182, 197, 198, 199, 297, 298, 299, HONORS 205, HONORS 305, and a few specialized upper-division courses. You need to complete **just one** 5-credit course from this group in order to fulfill this requirement. English composition, or "C" credit, is a fixed general education designation for courses in this group: if a course counts for "C" credit, it does so every quarter.

University of Wisconsin-Madison

<https://policy.wisc.edu/library/UW-1059>

## General Education Requirements for Undergraduate Degrees

### **Communication, 3 to 5/6 Credits**

The **Communication** requirement helps to ensure that all graduates of UW–Madison acquire essential communication and research-gathering skills necessary for success in university coursework and beyond. Communication–A (**Comm–A**) and Communication–B (**Comm–B**) courses train students to gather and assess information from a variety of sources and to present different kinds of information, insight, and analysis to diverse audiences. These courses are essential for students' career success and their preparation for public life in a rapidly changing world. While Comm–A courses focus exclusively on essential communication skills, Comm–B courses provide content instruction in a specific discipline and teach research, writing, and speaking skills in conjunction with the course content. Comm–B courses are offered by departments across campus and vary widely in topic, content, and format.

### *Learning Outcomes*

Students develop skills that enable them to be effective speakers and writers in and out of the classroom. In courses satisfying the Communication requirement, students will:

- Make effective use of information retrieved, organized, and synthesized from appropriate sources
- Present ideas and information clearly and logically to achieve a specific purpose
- Make effective use of communicative forms appropriate to a specific discipline and adapted to the intended audience
- Use appropriate style and conventions associated with particular communicative forms, genres or disciplines

To achieve these outcomes, students must complete the following Communication requirements:

- **Part A. Literacy Proficiency.** 2–3 credits at the first-year level dedicated to reading, listening, and discussion, with emphasis on writing. While most incoming freshmen are required to complete coursework to fulfill this requirement, students may be exempted from Part A by approved college coursework while in high school, AP test scores, or placement testing. Students are expected to satisfy this requirement by the end of their first year of undergraduate study.

*Learning Outcomes*

- Use the four modes of literacy: writing, speaking, reading, and listening to formulate strategies for critical thinking
- Use information-seeking skills to demonstrate the four modes of literacy
- **Part B. Enhancing Literacy Proficiency.** 2–3 credits of more advanced coursework for students who have completed or been exempted from Part A. Students should consult with the appropriate undergraduate advisor about when this requirement should be completed. Courses that satisfy this requirement are offered in many fields of study; although a wide variety of courses fulfill this requirement, students are encouraged to select a course most in keeping with their interests or other requirements of their intended field(s) of study.

*Learning Outcomes*

- Identify and make skillful use of relevant, reliable, and high-quality research sources appropriate to the course subject and discipline
- Make productive use of the writing process, including brainstorming, outlining, drafting, incorporating feedback, and revising, to develop a fledgling idea into a formal paper, presentation, and/or project
- Share research, course content, or creative activity in writing and at least one other mode of communication relevant to the discipline. Other modes of communication might include presentations using one or more media, debate, discussion, poster presentations, and other forms of expression that convey course content

**Please note:** Because English is the language of instruction at UW–Madison, Communication A and B courses are taught in English, and student work in them is also completed in English.

University of Wisconsin – Madison

<https://dept.writing.wisc.edu/wac/criteria-for-communication-a-courses/>

Criteria for Communication A Courses

The university's criteria, objectives, and guidelines for Communication-A courses.

So what happens in the Comm-A course? What skills should you expect your students to have mastered upon coming to a Comm-B class? These questions are more easily asked than

answered since not every student will have an “ideal” Comm-A experience. (In fact, you may even have students who come to your course without yet having a Comm-A course.) But there are some things with which the average Comm-A student should be familiar.

The overall objective of a Comm-A course is to develop students’ abilities in writing and public speaking for exposition and argumentation. The courses vary in emphasis, but, across the board, the class size is about 20.

Comm-A courses stress frequent assignments in writing and speaking totaling 25-30 pages of clear, revised prose (including at least one researched essay and several prepared oral presentations) and completion of the information component developed in conjunction with the campus library user education program.

In addition to evaluations of student work by individual instructors, each course has an assessment plan to demonstrate that the course meets the Comm-A objectives.

#### Courses at UW-Madison That Satisfy the Comm-A Requirement

- Communication Arts 100
- Communication Arts 181 (honors)
- Engineering Professional Development 155
- English 100
- English 118
- Life Sciences Communication/Family and Consumer Sciences 100

The following is a more detailed breakdown of some of the specifics students should learn upon completion of a Comm-A course:

#### **Planning:**

- Selecting, narrowing, and focusing topics
- Identifying and analyzing audience information needs
- Generating and organizing ideas
- Comprehending and analyzing texts

#### **Drafting:**

- Learning structures of exposition and argument and the use of evidence
- Organizing and developing paragraphs, papers, and speeches
- Adapting writing and speaking for intended audiences
- Learning conventions of academic writing
- Mastering elements of grammar, usage, and style
- Preparing speeches for oral delivery
- Citing sources, avoiding plagiarism, and compiling accurate bibliographies

**Revising:**

- Developing critical skills for reading and listening—in review of peer writing/speaking
- Revising and editing essays and speeches—for spelling, punctuation, grammar, style, organization, and logic
- Critiquing assigned readings and speeches delivered outside class

**Information-Seeking Skills and Strategies:**

- Identifying and retrieving source materials needed to evaluate, organize, and select information from print and electronic sources
- Acquiring basic critical, technical, and mechanical skills needed to find relevant information

We hope you'll talk with your students about these requirements along with their individual Comm-A experiences.