

**General Guidelines for Arts and Science course descriptions  
and for submitting proposals to the  
Online Requests for Curricular Actions (ORCA) website**  
(approved by Faculty Council, 30 April 2013)

The Curriculum Committee requests that all course proposals, including those for First-Year Writing Seminars and graduate courses, be submitted to <http://as.vanderbilt.edu/orca>

**The Curriculum Committee ensures that all course descriptions comply with the required format** for the *Undergraduate Catalog*. Adherence by faculty members to the guidelines articulated in the document titled “Requirements for Titles and Descriptions of Courses” will result in minimal editing of descriptions by the Committee for this purpose.

**Writing courses and First-Year Writing Seminars have certain requirements** for their course syllabi content and administration. For guidance in writing such descriptions and in providing the information necessary for their evaluation, please consult the document titled “Syllabus Requirements for Writing Courses under AXLE,” which includes the syllabus requirements for 2000-level and higher Writing courses.

**All submissions for a new course or changes to an existing course must be accompanied by a syllabus** (complete or tentative), or at least a substantial outline of readings, topics, and assignments. In reviewing a course proposal, the Curriculum Committee relies heavily on information that can only be gleaned from a syllabus or course outline. The ORCA website has a feature for attaching a syllabus as a single Microsoft Word file.

**When choosing a course number**, please note that old course numbers may not be reused until they have been retired for at least seven (7) years. If you have questions about which numbers are eligible for reuse in the curriculum, please consult the A&S Office of Academic Services.

**Course descriptions should include how much credit a student may receive** if a proposed course is similar in content to either an existing course or to a currently- or previously-offered special topics course. Faculty members should indicate whether the proposed course should result in no credit, full credit, or partial credit for a previously completed course or the proposed course. See page seven for additional details.

**Courses offered on a “graded basis only” must meet certain conditions.** They must include at least one of the following: 1. Group projects or other assignments in which the effort of one student can affect the grade of another student; 2. limited resources, such as lab equipment, art studio space, etc.; and/or 3. other activities, such as individual student presentations or service work that make an individual student’s effort an essential part of the pedagogy of the course. See page six for additional details.

Courses that are expected to be taught only once or twice should be offered as special topics courses. Courses expected to be taught on a more regular basis should go into the *Catalog*.

**First-Year Writing Seminars should not be deleted** from the curriculum when faculty members are unavailable to teach them.

**All courses must be approved by the faculty of the College of Arts and Science** before they can be included on YES and/or printed in the *Undergraduate Catalog*. Once proposals for course changes have been submitted to ORCA at <http://as.vanderbilt.edu/orca>, their progress through the course approval process may be tracked online.

### **Requirements for Titles and Descriptions of Courses**

The guidelines below will assist instructors in preparing descriptions of new or modified courses for the *Undergraduate Catalog* or the *On the Road with AXLE* booklet. **Because the style of course descriptions has evolved over time, faculty members should consult the most current version of this document for guidance in writing course descriptions rather than the *Undergraduate Catalog*.**

#### *Form of descriptions for all courses*

**A course description must include the following elements:** the course number, course title, the body of the description, course requisites (if any), credit hours in brackets [ ], and the AXLE distribution category in parentheses ( ). Use a period at the end of a description and to separate its different elements except for the credit hours and the AXLE distribution category.

**EXAMPLE: College Studies 100. The College Experience.**

Academic and social life on college campuses. Prerequisite: 199. [3] (No Axle Credit)

#### *Titles of descriptions for all courses*

**Titles of courses should convey a clear sense of the course's overall purview**, and, where appropriate, the level of instruction in a skill-based course. To conserve space in the *Undergraduate Catalog* and to facilitate the recording of titles on transcripts, avoid subtitles that lengthen course titles unnecessarily. Faculty members shall craft their course titles as concisely as possible. All course titles should be followed by a period.

**EXAMPLE:** Instead of writing “Bedtime for Bonzo: Reagan Movies in the Fifties” or “Twiddly Dee, Twiddly Dum: Children’s Literature in the Twentieth Century,” use “Reagan Movies in the Fifties.” or “Twentieth-Century Children’s Literature.”

**EXAMPLE:** Titles that reflect appropriately the level of instruction in a skill-based course include: **Beginning** Tai Chi, **Second-Year** Russian, and **Intermediate** Filmmaking.

**Do not repeat the title of the department or program in the title of the description** unless the use of that word is essential. If a course is housed in a particular department one may assume that the subject matter of the course will be taught in a fashion consistent with that discipline. Use the space to convey other information about the content of the course.

**EXAMPLE:** Instead of writing “The History of American Masculinity” or “The History of Human Biological Enhancement,” use “American Masculinities” or “Superhuman Civilization” as titles. The departmental abbreviation preceding the title will identify them as history courses.

*Timeframes in course titles*

**Courses that cover a significant period of time** should designate the timeframe for the course in the first line of the body of the course description.

**EXAMPLE:** “From the seventeenth century to the present.”

OR “Antiquity to the Renaissance.”

**Specialty courses that cover brief periods of historical time**, such as less than or equal to one hundred years, should include their timeframes within their titles.

**EXAMPLE:** “The American Novel, 1900-1930” “Twentieth-Century Literature”

“Globalizing American History, 1940-2010” “Twentieth-Century British Art”

**When necessary, course descriptions should use the BCE/CE** (Before Common Era/Common Era) designations to denote time.

*Style of course descriptions for regular courses (approximately 50-word count)*

**Complete sentences are not appropriate** for the telegraphic style that has been adopted for the *Undergraduate Catalog*; phrases are more effective. However, faculty members should provide fullness of expression and context for ideas within phrases while using as few words as possible to explain complex ideas.

**Phrases should be separated** by either semicolons or periods, depending on how they are related to each other. Unrelated phrases with discrete ideas should be separated by periods. Phrases with related ideas should be separated by semicolons, ending with a period.

**EXAMPLE: African American and Diaspora Studies 204W. African American Children’s Literature.**

From the seventeenth century to the present. Oral and written; fiction and non-fiction.

Major works, writers, and genres. No credit for students who completed 294a section 1 in spring 2011. [3] (HCA)

*Style of course descriptions for First-Year Writing Seminars (100-word limit)*

Every first-year student in the College of Arts and Science must complete a First-Year Writing Seminar by the end of their second semester at Vanderbilt. While such courses introduce new students to the rigors of college-level instruction, their audience is still recent high school graduates whose course selection may be driven by popular interests rather than pedagogy. For

this reason, First-Year Writing Seminars enjoy certain privileges in style and content that descriptions for other courses do not.

The most important point to remember about fashioning course descriptions for First-Year Writing Seminars is that they must be written with complete sentences in narrative form. They should be edited carefully by the writer and departmental approver to ensure that they meet the standards for publication in the *On the Road with AXLE* booklet. **By faculty legislation, they have a 100-word limit.** However, they observe many of the same conventions as other courses.

**EXAMPLE: Philosophy 1111. Challenges to Authority.**

This course examines common themes in anti-authoritarian and non-hierarchical discourse about a variety of social and political practices. Do radical challenges to authority explain and justify themselves in terms of new and different values? Or do they appeal to interests and models of justificatory argument similar to those that underlie the practices they reject? We will focus on challenges in the law, political organization, education, religion, and personal relationships. [3] (SBS)

*Special rules on style for all course descriptions:*

- A serial comma before the final "and" or "or" in a series of terms is mandatory.
- Never use double spaces, even after punctuation.
- Avoid the use of technical jargon and non-essential quotation marks.
- Capitalize directions when used to indicate a region, e.g., "Western Europe."
- Use "between" when there are two items in a relationship and use "among" when there are three or more.

*Wording of all descriptions*

**All descriptions should be clear and concise.** Clarity ensures that even the non-specialist can understand the purpose and focus of a course, while concision allows all courses to be represented equitably in the *Catalog*. In general, descriptions or titles that attempt to be overly persuasive or provocative are not appropriate. Remember that the purpose of a title or course description is to convey to general readers the CONTENT of a proposed or modified course. The following rules should be applied and most examples are affirmative:

***Avoid redundancy between the title and the description.*** Do not repeat phrases that appear in the title in the body of the description.

**EXAMPLE:** If a course is titled "Italian Renaissance Baskets for Domestic Use," it is redundant to have the expression "in the Renaissance" again in the description.

***Proceed from the general to the specific in describing the content of the course.*** Describe the timeframe, broader concepts, and more important ideas that will be examined in the course first. List specific topics as teasers closer to the description's end.

**EXAMPLE: Classics 223. From Late Antiquity to Islam.**

The Eastern Roman Empire from Constantine to the Arab conquests. Political, social, cultural, and religious history, including monasticism, barbarian invasions, and the changing roles of the Emperor and Church. Special attention to developments in urban life and landscape. [3] (INT)

*Shun the use of unnecessary words or phrases that are characteristic functions or attributes of college-level courses.*

**EXAMPLE:** "Examination of . . .," "Survey of . . .," "Study of . . .," "Analysis of . . .," "Introduction to . . .," "This course considers (or deals with) . . .," "We consider (or deal with) . . ."

**EXAMPLE:** Commonly-used descriptors such as "Comprehensive," "Detailed," "In depth," "Thorough," "Intensive," "Overview," and "Significant" should be used sparingly.

Unless a descriptor clarifies the level of instruction offered in a proposed course or the narrowness of its focus, use the space to provide more information about the content of the course.

**EXAMPLE: Arabic 220a. Intermediate Arabic**

Practice and development of all language skills at the **intermediate-advanced** level. **Intensive** work in spoken Arabic with emphasis on vocabulary acquisition, reading comprehension, and writing skills. **Advanced** grammar, modern Arabic word formation, verb aspect usage, and structure of complex sentences. Three hours of class work per week with an additional two hours per week of individual work in the language laboratory. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 210b. [4] (INT)

*Listing more than five terms in a series is not encouraged.*

**EXAMPLE: Anthropology 250. Anthropology of Healing.**

**Ritual, symbols, belief, and emotion in health, illness, and therapeutic processes.**

Practices and politics of healing in western and non-western societies, including **shamanism, faith healing, ecstatic religious experience, alternative medicine, and biomedicine. Mind-body interactions, medical pluralism, relations between patients and healers, and implications for improving medical care.** [3] (P)

*Avoid awkward or ambiguous phrasing.* Refrain from the use of dashes, parenthetical expressions, hyphenated terms, or lengthy noun modifiers. Use "modern theory of nuclear war" not "modern nuclear war theory." Rearrange ideas to avoid the use of hyphenated terms and parenthetical expressions.

*State what the course will cover,* not what the course might cover. Course descriptions should not include sentences such as "Topics might include . . ." or even worse "Topics may include . . ."

Phrases such as “will include authors such as” and “will include topics from among the following” are acceptable.

***Do not include syllabus-type information in the course description.*** In general, the description is not the place to discuss class requirements or issues of course administration. Students may glean such information from course syllabi.

***Consult the Vanderbilt University style guide*** for general guidelines on appropriate grammar and style for Vanderbilt publications. This document is available at [www.vanderbilt.edu/styleguide.pdf](http://www.vanderbilt.edu/styleguide.pdf)

*Pass/Fail or graded basis only*

Many courses in the Arts and Science curriculum may be taken by students on either a graded or Pass/Fail basis. Faculty members wishing to offer a proposed course on a ***graded basis only*** must specify that the course has at least one of the following conditions:

1. Group projects or other assignments in which the effort of one student can affect the grade of another student.
2. Limited resources, such as lab equipment, art studio space, etc.
3. Other activities, such as individual student presentations or service work that make an individual student’s effort an essential part of the pedagogy of the course.

All First-Year Writing Seminars (1111s), courses used to fulfill AXLE curriculum requirements, courses used to fulfill major and minor requirements, and 5000-level and higher graduate courses must be taken by students on a graded basis only.

**EXAMPLE: HIST 204 Crisis Simulation in East Asia.**

Strategic motivations and behaviors of international actors. Simulations of the decision-making process during critical historical moments in the East Asian context through **role-playing** and video games. Offered on a graded basis only. [3] (INT)

**EXAMPLE: MGRL 191. Advanced Marketing.**

Processes, techniques, and theories of marketing, including branding, advertising, publicity, sales promotion, and marketing research. **Team project**, case studies, and readings. Offered on a graded basis only. Prerequisite: 190. [3] (SBS)

*Credit for overlapping courses*

**Course descriptions should include the amount of credit (semester hours) a student may receive if a proposed course is similar in content to either an existing course or a current or previous special topic offering.** Options include repeat credit, no credit, or partial credit. If you have questions about which option to pursue, consult the A&S Office of Academic Services.

***Repeat Credit*** should be used only when the newly-proposed course will *replace entirely* the course for which it serves as repeat credit. If a student takes a course for repeat credit, the grade

earned in the most recent course counts and the student earns no additional credit. A department that decides to change a special topics offering to a regular course should include a repeat credit statement like the following:

**EXAMPLE: CMST 225. Rhetoric of the American Experience, 1945 – Present.**

Critical and historical examination of the methods and effects of public debate and other attempts to influence the attitudes, affective response, and behavior of the American people. Attention to the rhetorical features of selected issues and speakers from 1945 to the present. **Repeat credit for students who completed 294 section 3 in fall 2009.** [3] (US)

When a proposed course is intended to serve as repeat credit for another regular course, the repeated course must be deleted from the curriculum. When a proposed course is intended to serve as repeat credit for a special topics offering, that special topic should not be offered again.

*No Credit* should be used when the content for one course duplicates the content for another to the extent that a student should not be able to earn credit for both courses. This option can also be used to prevent a student with credit for a higher-level course from earning credit for a lower-level course in the same subject.

**EXAMPLE: ECON 242. Sports Economics.**

Intercollegiate and professional sports leagues. Competitive balance, player labor markets, and owner capital markets. Theories of league expansion, rival leagues, franchise relocation, and sports venue finance. Comparisons of international sports leagues. Offered on a graded basis only. **No credit for students who have earned credit for 270.** Prerequisite: 100 and 101. [3] (SBS)

Students may not earn credit for both ECON 242 and ECON 270.

**EXAMPLE: FREN 101B. Elementary French.**

Continuation of 101a. A communicative approach to reading, writing, listening, and speaking for students who have studied little or no French. **No credit for students who have earned credit for a more advanced French language course.** [5] (INT)

Students who earn credit for a higher-level language course cannot earn credit for a lower-level course in that same language.

*Partial Credit* should be used when the content for one course partially duplicates the content for another course. The number of credit hours a student will either forfeit for a previous course or earn for a current course should be specified.

**EXAMPLE: Mathematics 140. Survey of Calculus.**

A basic course in the rudiments of analytic geometry and differential and integral calculus with emphasis on applications. Designed for students who do not plan further study in calculus. **Students who have earned credit for 150a or 155a will earn only**

**one credit hour for this course and those who have earned credit for 155b will earn only three credit hours for this course. [4] (MNS)**

### *Course requisites*

**Course requisites must be included in course descriptions because they are specific conditions that students must meet to be eligible for enrollment in a course.**

**A course taught in a language other than English must have a course prerequisite to indicate the level of language proficiency required for the course.** Departments have the authority to waive prerequisites for students who are already proficient in the language, e.g. from their personal background. **Course descriptions for courses offered by foreign language departments (CHIN, JAPN, GRK, LAT, FREN, ITA, GER, RUSS, SPAN, PORT, CTLN, etc.) that are taught in English must include the phrase “Knowledge of (language) is not required.”**

There are currently four types of requisite statements articulated in Arts and Science courses:

1. “Open only to . . .” : The phrase should be used to limit enrollment in a course to students who meet certain criteria, e.g. majors, minors, or having a particular class standing.
2. Prerequisite: Courses that must be completed before the proposed course.
3. Corequisite: Courses that must be completed concurrently with (not before) the proposed course.
4. Prerequisite or corequisite: Courses that must be completed either before OR concurrently with the proposed course.

If more than one type of requisite is listed in the description, they should be recorded separately in the order listed above.

**EXAMPLE: Science 202. Science Applications.** [body of description]. Open only to seniors. Prerequisite: 101. Corequisite: 203a. Prerequisite or corequisite: 105 or Math 155a. [3] (MNS)

**Limiting enrollment to majors/minors/class standing:** To limit enrollment in a course to a specific class of students such as majors, minors, or those having a certain class standing, please use the following language:

“Open only to history majors and minors.”

“Open only to juniors and seniors.”

“Open only to junior and senior history majors and minors.” (In this case class standing becomes an adjective.)

**Departmental abbreviations in course requisites:** List requisite courses offered in the same subject as the proposed course first and by number only. (See “Prerequisite: 101” in the Science 202 example above.)

List requisite courses offered in subjects other than the proposed course with the appropriate abbreviation (see “ENGL 102 or 103” in the Science 202 example above).

**Stating Complex Requisites:** The use of both “and” and “or” in a complex requisite statement can lead to ambiguity. An example of an ambiguous requisite is: “Prerequisite: 101 and 102 or 103.” This statement could be interpreted in two ways:

1. (101 and 102) or 103: A student needs both 101 and 102. Or the student needs 103 only.
2. 101 and (102 or 103): A student must have 101 and either 102 or 103.

The ambiguity can be eliminated by using the grammatical constructions of “both/and” and “either/or” as follows:

1. “103 or both 101 and 102” if the first interpretation is intended.
2. “101 and either 102 or 103” if the second interpretation is claimed.

Complex requisites shall list prerequisite courses by subject area:

**EXAMPLE: Physics 228. Foundations of Medical Imaging.**

Physics and engineering of image formation for medical applications. Mathematical concepts of image formation and analysis. Techniques for recording images using ionizing radiation, including CT, ultrasound, magnetic resonance; and nuclear, including SPECT and PET. Methods of evaluating image quality. No credit for students who have earned credit for BME 258. Prerequisite: 113b, 116b, or 121b; and Mathematics: MATH 196; or one of (MATH 194, 204, 205b) and one of (MATH 198, 208). [3] (No AXLE credit)

**Transitive Requisites:** If Course A is a prerequisite to Course B, and Course B is a prerequisite to Course C, then only Course B needs to be mentioned as a requisite in Course C.

**EXAMPLE: CHIN 241. Advanced Chinese I.**

Readings in Chinese culture to enhance proficiency in oral and written Chinese. No credit for students who have earned credit for a more advanced Chinese language course. Prerequisite: 212. [3] (INT)

The prerequisite for Chinese 241 is just “212,” rather than “201, 202, 211, and 212,” because 201 is prerequisite for 202, 202 is prerequisite for 211, and 211 is prerequisite to 212.

*Other guidelines for course requisites*

**Any requisite that is listed must be required,** not just recommended or suggested. If faculty members believe that having a certain skill or a background will improve students’ chances of performing well in a course, they should express this information in the following way: **“Familiarity with” or “prior knowledge of [that skill or background] is expected.”**

**EXAMPLE: CTLN 102. Intensive Elementary Catalan.**

Romance tongue of northeastern Spain, Andorra, and southwestern France. Emphasis on oral communication, grammar, reading, and culture. **Prior study of another Romance language through the intermediate level is expected.** No credit for students who have earned credit for a higher level Catalan language course. [3] (INT)

OR

**MATH 226. Introduction to Numerical Mathematics.**

Numerical solution of linear and nonlinear equations, interpolation and polynomial approximation, non-numerical differentiation and integration. Least-squares curve fitting and approximation theory, numerical solution of differential equations, errors and floating point arithmetic. Application of the theory to problems in science, engineering, and economics. Student use of the computer is emphasized. **Familiarity with computer programming is expected.** Prerequisite: Either 194, 204, or 205b; and either 196, 198, or 208. [3] (MNS)

**The phrase “Continuation of” or “Normally accompanied by” in a course description does not mean** that the course referenced in the statement is a prerequisite or a corequisite for the current one.

**EXAMPLE: ARA 210b. Elementary Arabic.**

**Continuation of 210a.** Development of reading, listening, speaking, and writing skills. No credit for students who have earned credit for a more advanced Arabic language course. Prerequisite: 210a. [5] (INT) (The course referred to is a prerequisite here.)

BUT

**GRK 202. Beginning Greek II.**

**Continuation of 201.** Completion of the elements of classical Greek through readings from classical authors. Introduction to Homeric and Hellenistic Greek. No credit for students who have earned credit for a more advanced Greek language course. [4] (INT) (The course referred to is not a prerequisite.)

OR

**Physics 110. Introductory Physics.**

**Normally accompanied by 111.** Motion, forces, conservation laws, light, heat, and electricity. Quantum theory, the atomic nucleus, elementary particles, and properties of materials. Special relativity, Big Bang, and cosmology. Primarily intended for those who do not expect to major in science. No credit for students who have earned credit for 105. [3] (MNS) (The course referred to is not a corequisite.)

The phrase "**or equivalent**" is no longer included in requisite statements because it is not specific enough for recognition by YES. Additionally, it does not inform students of other options for satisfying the requirement.

The phrase "**consent of instructor**" should only be used in a description if an instructor's consent is **actually required for a student's participation in the course**. It is understood that any instructor can waive at any time any and all course requisites for a student who has not met them.

**When changing the number of a course**, requisites must be checked carefully for proper reference both to and from the course being changed.

### *Credit Hours*

**Credit hours are semester hours**; e.g., a three-hour course carries credit of 3 semester hours. One semester credit hour represents at least three hours of academic work per week, on average, for one semester. Academic work includes, but is not necessarily limited to, lectures, laboratory work, homework, research, class readings, independent study, internships, practica, studio work, recitals, practicing, rehearsing, and recitations. Some Vanderbilt courses may have requirements that exceed this definition. Credit hours are always bracketed as follows: [3].

**Courses offered for variable credit** do not require the actual words "variable credit" in their descriptions. Use numerals such as "[1-3]" to indicate the range of credit hours that may be earned for the course.

### *AXLE distribution category*

**The AXLE distribution category for an undergraduate course must be listed**, even if the course does not count toward an AXLE curriculum requirement. Its category must be listed in parentheses at the end of a description.

**EXAMPLE:** An International Cultures course would have "(INT)" at the end.  
A course that does not count toward an AXLE category would have "(No AXLE credit)" at the end.

The proposed AXLE distribution category for a course must be reasonable; faculty members may be asked to provide a rationale for the proposed classification.

For information regarding the AXLE distribution categories, please consult the "Overview of AXLE" information in the "Degree Program in the College" section of the College of Arts and Science segment of the *Undergraduate Catalog*, which may be accessed at [www.vanderbilt.edu/catalogs/undergrad/UGAD.pdf#asdegree](http://www.vanderbilt.edu/catalogs/undergrad/UGAD.pdf#asdegree)

**Note: Courses that have fewer than three credit hours or that are 5000 level and higher cannot count toward any of the six AXLE distribution categories. Also, most Special Topics and Selected Topics courses do not count toward AXLE. The AXLE Implementation Committee has the authority to decide whether a Special Topics or Selected Topics course may count as an exception toward AXLE.**

# **Syllabus Requirements for Writing Courses under AXLE**

(Revised May, 2015)

**Grading in Writing courses:** The primary instructor must grade all major written work in a Writing course and initiate and plan class discussions of writing. Teaching assistants should not grade such assignments.

## **1000-level Writing courses**

Writing requirements:

1. Students shall be asked to write a minimum of 15 – 20 typescript pages for the entire term. In general, a typescript page is approximately 250 words.
2. Students shall write at least three scholarly essays, spaced throughout the semester, to provide for sufficient feedback on their writing. Instructors may assign either three distinct assignments or three distinct but interlocking assignments. Instructors are free to devise both the form and content requirements of all assignments, keeping in mind the best practices for the teaching of writing.
3. It is strongly recommended that instructors give students the opportunity to revise a portion of their graded writing.
4. Some class time during the term should be devoted to discussion of the writing process. These discussions should be led by the instructor of the course and can be supplemented by a visit from a Writing Studio consultant.
5. Instructors are encouraged to meet with their students for tutorial sessions devoted to writing in order to support an iterative approach to the writing process.

## **First Year Writing Seminars**

Writing requirements:

1. First-Year Writing Seminars should follow all of the writing requirements of 100-level Writing courses.
2. A considerable percentage of the course grade should be derived from writing assignments.
3. Further, all seminars shall introduce first-year students to literature research, including library and database orientation, experience with critical evaluation of the validity, relevance, and significance of source material obtained through literature searches, and instruction regarding the proper citation of source materials. Instructors from Central Library will be available to conduct these sessions, although instructors are responsible for arranging the sessions.

## **2000-level and higher Writing courses**

Writing requirements:

2000-level and higher Writing courses foster advanced, discipline-specific writing skills (including scholarly and/or creative writing). Departments or programs that offer these courses shall determine their specific writing content. In 2000-level and higher Writing courses, continued attention to the process of writing is included in the classroom.

Students receive regular feedback on their writing that will contribute toward enhancing writing skills appropriate to specific disciplines. Writing tutorials may also be included.

Enrollment in 2000-level and higher Writing courses is limited to 20 students, *unless a department or program can show that there will be additional instructional assistance and that the primary instructor will grade all major written work.* (Enrollment in 1000-level Writing courses is limited to 20 students, and enrollment in First-Year Writing Seminars is limited to 15 students.)

### **Oral Communications courses**

#### **Requirements:**

Courses which fulfill the Oral Communications option are 2000-level and higher courses focusing on developing improved public speaking skills. While discipline-specific, these courses should focus on introducing students to the principles and practices of public discourse and reasoned argument. Similar to writing courses, these courses should include regular attention to the oral communications process in class, the opportunity to refine speaking skills through multiple presentations over the course of a semester, and feedback from the instructor. Assignments should contribute toward enhancing oral communication skills appropriate to specific disciplines.