

Dear (semester & year) INTD 105 Professors:

This letter covers the following topics:

1. INTD 105 Learning Outcomes
2. Program assessment
3. Syllabus collection
4. Library Research Requirement
5. Library assessment
6. Tutoring help for your students

Learning Outcomes. Please make sure that these INTD 105 learning outcomes are included on your syllabus. You may add other outcomes for your individual section if you desire.

1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions.
2. The ability to write sustained, coherent and persuasive arguments on significant issues that arise from the content at hand.
3. The ability to write clearly, following the conventions of Standard English.

Assessment. Every semester INTD 105 does a program assessment by scoring essays and their revisions against a rubric at the end of the term. In FALL 2006 we began a new method of assessment. **Please note!** We'd like you to arbitrarily select FOUR papers with revisions from your course, preferably reflecting work from later in the semester, and score them (only four sets) against the SUNY Assessment Rubric (on the website, <http://intd105.geneseo.edu/>). You will need to submit either electronic copies of those four sets of essays or clean, unmarked copies to CWRCC so that the essays can be read by a second reader. PLEASE SUBMIT PAPERS IN TWO VERSIONS--original and revised. The new Gen Ed rubric has fewer categories than our familiar local writing rubric. Feel free to use the old rubric with your students--the new rubric (above) is for standardized SUNY data submission. You can also find an assessment reporting form at the INTD 105 website.

Syllabus Collection. We try to post all INTD 105 syllabi on Electronic Reserve in the library. New faculty find this an especially useful resource. Please send an ELECTRONIC COPY of your syllabus to the Chair of the Critical Writing and Reading Core.

Library Research Requirement. All sections of INTD 105 are required to schedule at least one class session on library research in Milne Library. **You need to schedule your library sessions** online as soon as possible to ensure your requested dates. Visit the Milne Library Website (<http://library.geneseo.edu/>) Choose "Requests and Policies," then "Request Library Instruction." The CWRC Committee recommends two visits: one general introduction to the library, and one session tied to a specific

assignment in your course. Please discuss your needs with the research librarian who will teach your course.

Library Assessment. The Critical Writing and Reading Core Committee would like you to use the final exam period for assessment of your students' library skills if you are not otherwise using the final exam period. The library staff will contact you to schedule your students for library skills assessment. It will take the students 20-25 minutes; all assessments are scored anonymously.

Tutoring help. Student tutors from the Writing Learning Center may be available to visit your class and help with in-class tutoring (availability depends upon class time and the tutors' own schedules). Many faculty have found this useful especially on peer- editing days. The tutors are not trained in teaching the class, but can work very well with you in the class as you move around helping small groups. Please call the English Department (245-5273) to let the WLC secretary know the date and time you would like a student to work with you. This needs some lead time, because the secretary will need to contact available tutors before confirming the date with you. The English Department will also send you a brochure about the Writing Learning Center for walk-ins and meetings by appointment with a peer tutor.