

GWAR SLO to PLO Matrix

All GWAR-certifying courses must emphasize writing in disciplinary academic discourse(s), with ample writing activity and instructor feedback and must be reviewed by the University Writing Committee (UWC) for approval.

GWAR-certifying courses shall address these requirements per the GWAR Policy ([AA 2020-08](#)):

- Student enrollment cap of 25 per section;
- Ten to twelve pages of informal writing that scaffold and build toward the required pages of formal writing;
- Ten to twelve pages of formal writing in the genres and forms that constitute the activities and discourse of defined disciplines;
- All GWAR-certifying courses or course sequences shall total a minimum of 3 credit units OR a minimum of 2 ½ hours of weekly instruction
- Students shall pass GWAR-certifying courses with a grade of C or better to satisfy GWAR.

Student Learning Outcomes

Students who successfully complete a GWAR-Certifying course will:

1. Engage in writing related to disciplinary discourse communities, including identifying the norms, goals, and the historically and socially constructed features of the discourse's practices and artifacts;
2. Participate in a robust writing process throughout the course, which shall include:
 - pre-writing/generating and developing ideas
 - low-stakes write-to-learn activities that allow students to discover and develop their own ideas and understanding of concepts, new vocabulary, and disciplinary theories
 - reading and research, drafting, peer feedback/collaboration, and instructor feedback
 - ample opportunity for revision in light of the iterative process prior to summative assessment of their writing;
 - reflective writing focused on their own processes as well as on reader responses;
3. Demonstrate critical understanding of the discourse's practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations;
4. Increase rhetorical flexibility and agency as writers as they negotiate their own writerly goals and identities with the expectations and conventions of disciplinary discourse communities.

Please contact the WAC Coordinator and Chair of the UWC, Siskanna Naynaha, if you have any questions or need support completing the GWAR SLO to PLO Matrix: snaynaha@csudh.edu

GWAR SLO to PLO Matrix

Course SLO(s)	GWAR PLO(s)	Related Writing in the Disciplines Instructional Materials (e.g., readings, activities, resources, etc.)	Related Assessments & Assignments
3) Students will synthesize foundational and contemporary feminist theory in the creation of a culminating research project/creative work.	Engage in writing related to disciplinary discourse communities, including identifying the norms, goals, and the historically and socially constructed features of the discourse's practices and artifacts	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Selections from <i>Feminist Organizations: Harvest of the New Women's Movement</i> (Myra Marx Ferree and Patricia Yancey Martin, eds.) • <i>Hood Feminism</i> (Mikki Kendall) • <i>Living a Feminist Life</i> (Sara Ahmed) • "Writing Feminist Research" (Kathy Charmaz) • "Writing and Publishing Feminist Research" (Patricia Leavy) • "Public Scholarship and Critical Perspectives" (Patricia Leavy) <p><u>Activities</u></p> <ul style="list-style-type: none"> • Lecture: "Doing Feminist Research" • Lecture: "Evaluating Sources" • Lecture: "Understanding Rhetorical Communities" • In-class writing activity: writing for different audiences <p><u>Resources</u></p> <ul style="list-style-type: none"> • https://owl.purdue.edu 	<ul style="list-style-type: none"> • Critical literacy assignment • Feminist organization research project
3) Students will synthesize foundational and contemporary feminist theory in the creation of a	Participate in a robust writing process throughout the course (see PLO #2 for full list)	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Selections from <i>Feminist Organizations: Harvest of the New Women's Movement</i> (Myra Marx 	<ul style="list-style-type: none"> • Critical literacy assignment • Feminist organization research project • Elevator pitch

<p>culminating research project/creative work.</p> <p>5) Students will reflect their course of study in the WMS BA program in order to demonstrate an understanding of agency and personal responsibility as they prepare to graduate.</p>		<p>Ferree and Patricia Yancey Martin, eds.)</p> <ul style="list-style-type: none"> • <i>Hood Feminism</i> (Mikki Kendall) • <i>Living a Feminist Life</i> (Sara Ahmed) • <i>Transforming Scholarship</i> (Berger and Radeloff) • “Writing Feminist Research” (Kathy Charmaz) • “Writing and Publishing Feminist Research” (Patricia Leavy) • “Public Scholarship and Critical Perspectives” (Patricia Leavy) <p><u>Activities</u></p> <ul style="list-style-type: none"> • Lecture: “Doing Feminist Research” • Lecture: “Evaluating Sources” • Lecture: “Understanding Rhetorical Communities” • In-class writing activity: writing for different audiences • In-class writing activity: what’s your “mission” <p><u>Resources</u></p> <ul style="list-style-type: none"> • https://owl.purdue.edu 	
<p>1) Students will use new and emergent feminist research methods to analyze how different social, political, and economic forces impact contemporary experiences and representations of</p>	<p>Demonstrate critical understanding of the discourse’s practices and artifacts and situate themselves as writers, readers, and students within broader disciplinary conversations</p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> • Selections from <i>Feminist Organizations: Harvest of the New Women’s Movement</i> (Myra Marx Ferree and Patricia Yancey Martin, eds.) • <i>Hood Feminism</i> (Mikki Kendall) • <i>Living a Feminist Life</i> (Sara Ahmed) 	<ul style="list-style-type: none"> • Reading responses • Critical literacy assignment • Feminist organization research project

<p>women in the United States and abroad.</p> <p>2) Students will apply an intersectional lens to evaluate contemporary theory and women’s writing and its ability to address how societal institutions and power structures shape the material reality of women’s lives, not only with respect to gender, but also race, ethnicity, national origin, religion, social class, ability, sexual orientation, age, etc.</p> <p>3) Students will synthesize foundational and contemporary feminist theory in the creation of a culminating research project/creative work.</p> <p>4) Students will evaluate the unity and divisions within the women’s movement in order to critique its effect on contemporary feminist theory.</p>		<ul style="list-style-type: none"> • “Writing Feminist Research” (Kathy Charmaz) • “Writing and Publishing Feminist Research” (Patricia Leavy) • “Public Scholarship and Critical Perspectives” (Patricia Leavy) <p><u>Activities</u></p> <ul style="list-style-type: none"> • Lecture: “Doing Feminist Research” • Lecture: “Evaluating Sources” • Lecture: “Understanding Rhetorical Communities” • In-class writing activity: writing for different audiences <p><u>Resources</u></p> <ul style="list-style-type: none"> • https://owl.purdue.edu 	
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Revising Course Descriptions for GVAR Designation

WMS 490 ORIGINAL Course Description: A critical analysis and interpretation of major feminist theories and contemporary issues in Women's Studies. Students will be exposed to influential and emergent feminist theories in order to produce original research projects, papers, and/or creative works.

WMS 490 REVISED Course Description: A critical analysis and interpretation of major feminist theories and contemporary issues in women's studies. Special attention will be paid to different discourse communities – academic, Internet, personal – as they relate to feminism and the women's movement, in order to help students think more deeply about being a reader and writer of feminist scholarship. Students will be exposed to influential and emergent feminist theories in order to produce original research projects, papers, and/or creative works.

WMS 490 Writing Activities and Assignments

Informal Writing Activities and Assignments

In-class Writing Activities (6 – 8 over the course of the semester; 1 – 2 pages each); includes:

- Prompts given at the beginning of class responding to assigned reading or day's lecture topic; used to help students process complex ideas and prepare them for discussion.
- Group writing, such as generating definitions, lists, and statements for core class concepts (ex: set of feminist values and feminist principles, working definition of feminist organization, etc.) used to generate ideas and to scaffold concepts they will incorporate in their formal writing assignments.

Response papers (3 over the course of the semester; 3 – 4 pages each)

- Students are to complete three reading response papers over the course of the semester:
 1. A response to one of the readings from *Feminist Organizations: Harvest of the New Women's Movement*
 2. A response to one of the chapters from *Hood Feminism*
 3. A response to one of the chapters from *Living a Feminist Life*
- For each paper, students will choose one of the following prompts; each prompt may only be used once.
 - a. Prompt One: Paper should demonstrate an understanding of the assigned reading and address the following points:
 - i. Author's purpose(s) for writing the article/chapter.
 - ii. Intended audience, as evidenced by the language and tone of the piece.
 - iii. Key conclusion(s) of the article/chapter.
 - iv. The context (historical, ethical, political, cultural, environmental, and/or circumstantial conditions) that underlies the article. For book chapters, how does it fit within the larger book?
 - v. The most important evidence (data, facts, and/or experiences) the author uses to support his/her conclusions.
 - vi. The ideas or concepts one would have to understand to follow the author's reasoning.
 - vii. Things the author takes for granted that might be questioned.
 - viii. Implications of taking the author's reasoning seriously.
 - ix. Consequences/implications of not taking the author's reasoning seriously.
 - b. Prompt Two: Paper should demonstrate an understanding of the reading and address the following questions/points:
 - i. Do you agree or disagree with the author's viewpoint(s) or with what your examination of the topic has led you to discover? (Agree with some points, not with others?)
 - ii. Decide why you agree or disagree: Did you borrow your reaction from someone else—another scholar, a parent or friend, a celebrity, a fictional character, the news? If possible, determine what specific experiences conditioned you to agree and/or disagree in the way(s) you do.

- iii. Think of other possible reactions you or someone else might have to the ideas presented in the article/chapter.
 - iv. Resist your conditioning: Ask yourself whether one of the other reactions also has its merits and why.
 - v. Consider how treating your first reaction or first reading of an article or chapter as tentative rather than fixed and “right” might add complexity and depth to your understanding of an issue.
- c. Prompt Three: Essay should respond to one of the readings from an alternate subject position.
- i. For example, if the article/chapter is written in the first-person, approach the topic impersonally from the third-person.
 - ii. Or, if the article/chapter analyzes a topic through the lens of race, imagine discuss how the reading would be different through another identity marker, such as gender or sexual orientation.
 - iii. Ultimately, the response should not only demonstrate an understanding of the article’s/chapter’s topic, but demonstrate why/how the topic is enhanced, challenged, and/or complicated using other subjectivities.

Critical Literacies Assignment

In class we are considering different discourse communities – academic, Internet, personal – as they relate to feminism and the women’s movement. This assignment is designed to help students think more deeply about being a reader and writer of feminist scholarship. For this assignment, students will select a chapter from *Hood Feminism* and find two additional readings (one peer-reviewed, one for general audiences) to compare and discuss in terms of content, credibility, bias, audience, and rhetorical effectiveness.

This assignment requires students to do the following:

- Select a chapter from *Hood Feminism* and identify the chapter’s topic and thesis.
- Find two additional readings, written from a feminist perspective, related to the chapter’s topic.
 - One article should be peer-reviewed.
 - One article should be written for a general audience (ex. newspaper article, Internet article, magazine piece, etc.).
- After reading the texts, write an essay (4 – 6 pages) that discusses the effectiveness of conveying the topic. Use the following questions as a guide:
 - Who is the intended audience of the piece?
 - What about the writing leads you to this conclusion?
 - How do the different authors define and describe the topic?
 - How is the topic applied to situations/peoples/things/etc.?
 - Which is more accurate?
 - What evidence do they use?
 - What commonalities are in the readings?
 - What factors account for the differences in the readings?
 - What conclusions can be drawn?
 - Are there any calls to action?

The goal of this paper is not to say that one text is better than another, but to think more deeply about how elements such as audience, evidence, tone, and style change one's understanding of a topic. Therefore, the paper's thesis statement should be an argument related to the role of writing in the women's movement.

Elevator Pitch

After participating in a number of in-class writing activities designed to help them connect their WMS training to personal and professional goals, students will prepare an "elevator pitch" to be submitted in writing (approximately 100 words) and shared verbally to their classmates.

Formal Writing Activities and Assignments

Feminist Organization Research Project

This research project is worth a total of 50 points (parts 1 – 4 = 25pts.; part 5 = 25pts.) toward students' final grades, and is broken into several pieces due throughout the semester. Through research, interviewing, observation, and hands-on experience, students will study an organization that relates to, or services, women's issues (ex: women's shelter, GLBT community center, women's clinic, etc.). The study of the organization will comprise of the following:

- (1) Organization History: Introduction and history of the chosen organization. (3 – 4 pgs.)
- (2) Organization Mission Analysis: Analysis of the organization's mission and commentary on how it does or does not fulfill the objectives of a feminist organization. (3 – 4 pgs.)
- (3) Marketing Analysis: Analysis of the organization's website and any brochures/printed material available. How do you "see" an organization differently in person after "seeing" it in print or online? How do you "see" an organization on the web after "seeing" it as a participant from the vantage point of an office or service site? (3 – 4 pgs.)
- (4) Interview: Interview with someone involved with/working at the organization (3 – 4 pgs.)
- (5) Observation: Observations from at least 4 hrs. of volunteer/observation work over the course of the semester (this should be done over at least 2 visits and can be "virtual" given COVID-19). Many organizations have extensive volunteer training that prohibits short-term volunteer work. If such an organization is chosen, students will be required to gain permission to observe, instead of volunteer, for the 4 hrs. Students will use their observations to lead up to the conclusion of the report, which will include thoughts on the organization as a whole, strengths to maintain, and suggestions for improvement.

Parts 1 – 4 will be submitted as stand-alone papers that will receive grades that will total 25% of the student's final grade. Students will receive extensive written feedback from me on parts 1 – 4. This will include comments on the information provided, as well as suggestions for moving forward with the next paper and revisions for the final report. Once parts 1 – 4 are completed, students will workshop in pairs (or groups of three) plans for revision into the final report. Towards the end of the semester, a second in-class writing workshop will be held for students to provide peer-review of rough drafts.

Part five, the final report, is a synthesis of parts 1 – 4, resulting in an overall evaluation of the feminist organization studied. In addition to the research from parts 1 – 4, this final paper

should be supported by at least 5 peer-reviewed sources. The final report should be anywhere from 12 – 25 pages in length and contain the following:

- (1) An introduction to the project.
 - a. What led you to choose this organization?
 - b. What were you hoping to learn from this project?
 - c. A clear thesis statement related to the effectiveness of the chosen organization.
- (2) A revised introduction and history of the organization.
- (3) An analysis of the organization's mission and commentary on how you found the organization does or does not fulfill not only its objectives, but also the objectives of a feminist organization.
 - a. *Should be supported with peer-reviewed evidence.*
- (4) An analysis of how the organization promotes and/or markets itself.
 - a. *Should be supported with peer-reviewed evidence.*
- (5) Discussion of your personal experience with the organization. This should include information from your interview, the actual interview process (was it easy or hard to get into contact with someone), and your observations from your visits to the organization (again, visits may be virtual due to COVID-19 restrictions).
- (6) Your critical evaluation of the organization. What are its strengths to maintain and its areas of improvement? How do you rate the success of this organization?
 - a. *Should be supported with peer-reviewed evidence.*
- (7) Concluding thoughts.
 - a. Reflection on the organization.
 - b. Reflection on this project in relation to your WMS degree.
 - c. An evaluation of your own personal growth/expanded knowledge base from this project.