

Syllabus Feedback
Teacher

Criteria	Feedback
Syllabus includes required sections from syllabus template, adapted for teacher's plan for running the course.	
Syllabus includes Emory FYW learning outcomes along with at least one writing-oriented outcome related to the course theme.	
Key terms effectively integrated into course through initial readings and one assignment (besides final portfolio reflection; can be low-stakes) in which students define terms and write about relationships among them, use them to analyze a piece of writing, or use them to discuss their prior experiences with writing.	
Students practice framing and/or reflection in conjunction with each high-stakes assignment. Reflection activities necessitate use of key terms and concrete evidence from student's work.	
Students asked to produce writing that evidences participation in a conversation, scholarly or otherwise. Evidence of conversation might include using the lexicon of a particular discourse community, writing a "wild" genre that characterizes work in a particular field, developing a claim related to a line of inquiry prompted by close reading (analysis), or adeptly placing multiple sources in dialog with one another (synthesis).	
Students asked to communicate via voice, visual, and gesture in ways that inform and are informed by their writing.	
Students produce a portfolio and a reflection letter in which they argue—using concrete evidence from their work—that they have achieved course learning outcomes.	
As students engage in the activities listed above they are presented with explicit instruction and opportunities to practice	
Summary, paraphrase, and quotation	
Synthesis, analysis, and evaluation	
Developing, finding, and vetting evidence/sources.	
Substantive revision.	

