



**POLICIES FOR THE IMPLEMENTATION OF THE WRITING
PORTION OF FLORIDA ADMINISTRATIVE RULE 6A-10.030 2a
(GORDON RULE)
MIAMI DADE COLLEGE
November 14, 2006**

In November 2005, the State Board of Education and the Florida Board of Governors adopted revisions to Administrative Rule 6A-10.030 (Gordon Rule), which eliminated the word count component of the policy. According to the Florida Department of Education (FLDOE) the revisions "...provide institutions with greater flexibility in determining their Gordon Rule curriculum rather than relying on a prescriptive word count. ...the 24,000 word count requirement for communications has been replaced with a requirement for multiple assignments" and requires:

- "Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level English skills through multiple assignments. ...An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements..."
- "For the purposes of this rule, a grade of "C" or higher shall be considered successful completion".

For the purposes of establishing Miami Dade College's Gordon Rule writing requirement, a Task Force, appointed by the Provost for Academic and Student Affairs, and composed of faculty, staff, and administrators, convened to define the criteria for "multiple college-level writing assignments" and to draft a writing rubric and guidelines for faculty discussion. A faculty-centered process of discussion culminated with the Miami Dade College (MDC) College Academic and Student Support Council (CASSC) approval of the following criteria (implementation date of Spring 2007):

Criteria:

1. Multiple "college-level writing assignments" per course will be used to assess college-level writing. "Multiple" will be defined as a minimum of three (3) writing assignments per course.
2. The following descriptors will be used as the MDC criteria for "college-level writing".
The writing will:
 - a. have a clearly defined central idea or thesis;
 - b. provide adequate support for that idea;
 - c. be organized clearly and logically;
 - d. utilize the conventions of standard edited American English;
 - e. be presented in a format appropriate to the assignment.
3. Assignments that provide evidence of college-level writing may include, but are not limited to:

Essays
Interviews
Process Papers
Reviews
Reports
Journals

Project Plans
Case Studies
Lab Reports
Feasibility Studies
Business Plans
Manuals

Written examinations
Evaluated drafts
Research papers
Discussion questions responses
Portfolios

4. Writing assignments that would normally NOT fulfill this requirement would include the following:

| | |
|--------------------------|--------------------------------|
| Resumes | Creative Writing |
| E-mails (short/informal) | Annotations |
| Freewriting | PowerPoint presentation |
| Brainstorming | One-minute (very short) papers |

Assessment Process:

1. A Gordon Rule Writing Committee will be appointed annually by the Provost for Academic and Student Affairs to assure that the State-mandated Gordon Rule Writing requirements are met and that the related MDC guidelines are followed.
2. Faculty teaching Gordon Rule writing courses will include in their syllabi appropriate writing assignments that fully demonstrate students' college-level writing skills.
3. Faculty teaching Gordon Rule writing courses will use the Miami Dade College writing rubric (attached) or a discipline-specific rubric to evaluate students' writing skills.
 - Discipline-specific rubrics will be prepared by the discipline committee, will be reviewed by the Gordon Rule Writing Committee, and will be uniformly applied as an assessment instrument in all Gordon Rule courses in that discipline.
 - Faculty will share the MDC or discipline-specific rubric with students.
4. The Gordon Rule Writing Committee, in concert with Institutional Research and the discipline conveners, will develop an assessment process and will prepare a Gordon Rule Writing *Institutional Effectiveness* report.
5. Based upon the assessment process and definition provided by the discipline committee, faculty teaching Gordon Rule Writing courses in that discipline will award a course grade that takes into account student proficiency in college-level writing. A course grade of "C" or higher will be awarded only if students have demonstrated college-level writing skills as measured by the MDC or discipline-specific writing rubric in addition to the course grade requirements established for the course. The course syllabus will clearly state that a course grade of "C" or higher will be awarded only if students have demonstrated college-level writing skills.

Designated Gordon Rule Writing Courses (Spring 2007):

Six (6) semester hours of English coursework, to be completed with a grade of "C" or higher:

| Course Prefix/Number | Course Title |
|-----------------------------|-----------------------|
| ENC 1101 | English Composition 1 |
| ENC 1102 | English Composition 2 |

Six (6) semester hours of additional coursework, to be completed with a grade of "C" or higher:

| Course Prefix/Number | Course Title |
|-----------------------------|---|
| ENC 2300 | Advanced Composition and Communications |
| SPC 1026 | Fundamentals of Speech Communication |
| LIT 2120 | Survey of World Literature |
| LIT 2480 | Issues in Literature and Culture |
| ARH 2051 | Art History 2 |
| ARH 2740 | Cinema Appreciation |
| DAN 2130 | Dance History 1 |
| MUH 2112 | Survey of Music History in America |
| MUL 2380 | Jazz & Popular Music in America |
| PHI 2010 | Introduction to Philosophy |
| THE 2000 | Theater Appreciation |
| ARC 2702 | History of Architecture 2 |
| IND 1130 | History of Interiors 2 |
| ECO 2013 | Principles of Economics Macro |

**Miami Dade College
Gordon Rule Writing Rubric
Spring 2007**

| | Demonstrates Emerging College-Level Writing 1 | Demonstrates Satisfactory College-Level Writing 2 | Demonstrates Proficient College-Level Writing 3 | Demonstrates Exemplary College-Level Writing 4 |
|--------------------------------|--|---|--|---|
| Addresses Purpose and Audience | <p>Wavers in purpose.</p> <p>Incompletely addresses assigned topic or directions.</p> <p>Shows need for more study of issues.</p> <p>Style uneven.</p> | <p>Adheres to purpose, fulfills assignment.</p> <p>Shows adequate understanding of key issues.</p> <p>Style generally appropriate to intended audience.</p> | <p>Communicates purpose clearly.</p> <p>Shows full understanding of issues.</p> <p>Style consistently effective for intended audience.</p> | <p>Communicates purpose with sophistication.</p> <p>Beyond understanding of issues, shows insight.</p> <p>Style engages audience, establishes writer's credibility.</p> |

| | Demonstrates Emerging College-Level Writing 1 | Demonstrates Satisfactory College-Level Writing 2 | Demonstrates Proficient College-Level Writing 3 | Demonstrates Exemplary College-Level Writing 4 |
|--|--|---|---|--|
| Demonstrates Effective Organization of Content | <p>Loose focus on central idea.</p> <p>Contains some repetition and digression.</p> <p>Paragraph structure weak.</p> | <p>Central idea evident.</p> <p>Paragraph structure sometimes supports content.</p> <p>Consistency, logic and transitions show some weaknesses.</p> | <p>Central idea clear.</p> <p>Paragraph structure uniformly supports content.</p> <p>Consistency, logic and transitions well managed.</p> | <p>Central idea clear.</p> <p>Paragraph structure consistently and effectively supports content.</p> <p>Clear logic and effective transitions.</p> |

| | Demonstrates Emerging College-Level Writing 1 | Demonstrates Satisfactory College-Level Writing 2 | Demonstrates Proficient College-Level Writing 3 | Demonstrates Exemplary College-Level Writing 4 |
|---|--|--|--|--|
| Demonstrates Effective Development: Thesis Statement, Main points, Supporting Information, Conclusion | <p>Thesis evident but support very general and/or inconsistent.</p> <p>Several factual errors.</p> | <p>Thesis evident but supported by a mixture of generalizations and specific detail.</p> <p>Some factual errors.</p> | <p>Thesis, stated or implied.</p> <p>Presents a plan of development that is carried out.</p> <p>Effective supporting details.</p> <p>Consistent development.</p> <p>No factual errors.</p> | <p>Stated or implied thesis developed logically, coherently and extensively with convincing, specific supporting details.</p> <p>Strong evidence of critical thinking.</p> <p>No factual errors.</p> |

| | Demonstrates Emerging College-Level Writing 1 | Demonstrates Satisfactory College-Level Writing 2 | Demonstrates Proficient College-Level Writing 3 | Demonstrates Exemplary College-Level Writing 4 |
|-----------------------------------|--|--|--|---|
| Employs Effective Language | <p>Frequent errors in word choice.</p> <p>Sentence structure and mechanics seriously affect clarity.</p> | <p>Word choice correct but simple / without variety.</p> <p>Errors in mechanics and / or usage do not obscure content of assignment.</p> | <p>Word choice accurate, varied.</p> <p>Occasional errors in sentence structure.</p> <p>Usage and mechanics do not hinder writer's ability to communicate purpose.</p> | <p>Choice of language consistently precise, purposeful.</p> <p>Nearly flawless sentence structure.</p> <p>Usage, mechanics contribute to writer's ability to communicate purpose.</p> |