

E. Writing-Intensive Requirement

(0 credits; three courses with a writing emphasis)

The intention of the writing-intensive requirement is for students to build on what they learned in the English composition courses (UCOR 101 and 102), including the notion that the form and content of writing depends heavily on the intended audience and the disciplinary context for which it was written. Taking up the concept of writing's context-dependence, Writing Intensive Courses (hereafter WICs) should help students develop their writing for the specific contexts of their professions and major fields of study as well as understand how they will need to transform that writing for effective and responsible civic participation. WICs are characterized by sustained writing instruction and substantial writing projects throughout the course. In order to graduate, a student must complete a minimum of three WICs beyond the two-semester University Core writing sequence. At least one of the courses must be taken in the student's major field during undergraduate course work. At least one of the courses must be taken outside the student's major field during undergraduate course work. The remaining course may be either in or outside the student's major.

Criteria

1. At least one third of the final grade in each WIC must be based upon students' written work. This component of the final grade is based on multiple assignments spanning the semester.
2. Instructors of WICs are encouraged to have students produce written work typical of the discipline of the course. Such writing assignments may include, but are not limited to, research papers, "white papers," interpretive papers, case studies, position papers, critical analyses, proposals, grant applications, reports, lesson plans with justifications, synthesis projects, scientific journal articles, medical documents, business letters and memoranda, editorials, literature reviews, reviews of performances or exhibits, book reports, and reflections on Service-Learning.
3. Students are to receive timely feedback on their writing so that they can revise their assignments. Instructors should emphasize the importance of revision by grading written work holistically, taking into consideration the writing process as a whole.
4. WIC instructors are expected to spend some time teaching writing conventions particular to their disciplines and articulating expectations for written work relevant to the overall learning outcomes of the course. For example, students may be asked to do pre-writing exercises, analyze and discuss written work, and/or evaluate their peers' or their own writing using grading guides such as checklists or rubrics.
5. The University Writing Center Director, the Director of First-Year Writing, and the Center for Teaching Excellence will provide assistance to instructors of Writing-Intensive courses who seek to incorporate writing more effectively into their classes and to build upon the skills students have learned in the University Core writing classes.

Learning Outcomes

Upon completion of the writing-intensive requirement, students are able to

1. Produce writing that demonstrates critical reading of texts and an awareness of audience at an advanced undergraduate level;
2. Write according to the conventions and in the various genres of their discipline;

3. Demonstrate the ability to consult and learn from writing resources and to revise their own work with an understanding of the characteristics of quality writing, especially writing within their field of study;
4. Adhere to University and school/College policies on academic integrity and incorporate sources responsibly into their writing by consistently using the appropriate professionally-sanctioned citation and documentation format