

Writing-Intensive

Learning objectives for writing-intensive courses should reflect that they meet the criteria below. Thus, syllabi should include the following learning objectives:

- Students will learn invention strategies, consider and apply diverse organizational options, and reflect on stylistic choices in developing a series of writing projects;
- Through analyzing texts and practicing their own writing, students will improve analytical and critical and/or creative writing skills;
- Through classroom instruction and feedback on their work, students will learn the writing conventions of the discipline;
- Through participating in the drafting process, students will learn the techniques of effective revision.

Syllabi should also indicate how these objectives will be assessed.

1. Students will receive instruction on writing form and style.

- It is important that the student is informed about matters of writing, such as focus, development and support of ideas, organization, style, and conventions. The faculty member can employ resources such as St. Martin's Guide to Teaching Writing and Easy Writer: A Pocket Reference, which are appropriate for a writing course.
- While the faculty member will not be expected specifically to teach spelling, grammar and punctuation, it is expected that these elements will be assessed in any formal (i.e., graded) writing assignment and that developmental feedback will be provided.
- In addition to instruction on form and style, the faculty member should teach the writing conventions that are specific to the particular discipline. For example, business and legal writing tends to be very direct and succinct, while in mathematics specific rules apply for incorporating symbols. It is expected that faculty will give instruction in the specific writing style required for the course if it is discipline specific.
- The course should also include instruction on the citation format(s) that is appropriate to the particular discipline.

2. The majority of the graded assignments must be writing-based.

- Such assignments may include essays, research and/or term papers, journal-writing, reading responses, and exam-based writing (long and short essays that require synthesis and application of course content).
- Both formal and informal (non-graded in-class writing, journals, drafts, etc.) writing assignments should be incorporated into the course.
- Writing assignments should be given frequently (daily or weekly) throughout the semester and integrated into every part of the course.

- Any group writing assignments should be structured appropriately for the discipline and should be combined with sufficient individual writing assignments.
- Faculty should provide a rationale for the number and kinds of writing assignments in their proposals.

3. Most, if not all, submitted assignments will be assessed on the basis of course content and writing. As part of this assessment, the student will be provided with feedback and guidelines for improvement with regard to both and be given the opportunity to demonstrate that improvement through revision.

- Instructors should review drafts or partial drafts of papers and provide feedback in writing and/or through individual conferences.
- Instructors should incorporate workshops and/or peer-response sessions.
- Some writing assignments must include the opportunity (based on faculty feedback and guidance) for students to revise their work, so as to improve and enhance their writing skills.

To facilitate this individualized interaction between instructor and student, courses approved as a Writing Intensive GEP class shall be capped at 20 students.