ACHIEVING WRITING COMPETENCY

In the new program, there are currently eight (8) General Education courses that have writing components. To ensure that all students in each of these courses have a comparable experience, we recommend that the courses include the following:

REQUIREMENTS FOR A COURSE WITH A WRITING COMPONENT

Evaluated Assignments

A course with a writing component will require <u>either</u> a single paper or combination of assignments consisting of eight (8) pages of evaluated writing or at least four (4) of the following assignments. Length of these assignments is left to the discretion of the instructor, as is the number from any single category; <u>but the goal is to require significant writing opportunities.</u> Categories indicate similarities in assignments <u>only</u>. One of the four assignments may be collaborative.

Category I	Category II	Category III
- Discipline specific papers/projects with sources - Case studies - Media Writing - Essays	- Abstracts - Summaries - Précis, - Lab and business reports - Annotated bibliographies - Formal outlines	- Integrated essay exams - Response papers /reflective writing (including journal entries) - Book reviews - Article reviews - Performance reviews - Presentation reviews - Art reviews - Formal and informal correspondence - Surveys and questionnaires - Electronic communication

Non-evaluated Assignments

No set number. We hope that faculty will require some writing in these categories.

Category I	Category II	Category III	Category IV
- Note taking (from texts, from class lectures, from observations - Interviews - One- minute response papers	- Short Answer - Explanations of how problem was solved	Student developed exam questions	- Outlines - Electronic communication

Electronic Communication occurs in both **Evaluated Assignments** and **Non-Evaluated Assignments** since many instructors require students to participate in on-line class discussion groups or on-line journals. This participation may constitute part of the student's grade. Other faculty may have students email questions about assignments, class meetings, etc. This correspondence probably is not evaluated, even though it constitutes writing for information.