



WRITING ACROSS THE CURRICULUM GUIDELINES

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US.008 – Writing Across the Curriculum Guidelines

Contact:

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WRITING ACROSS THE CURRICULUM GUIDELINES

The College Council has established the following guidelines for minimum writing requirements in all courses:

- 100-level courses-4 pages (1000 words) during the semester
- 200-level courses-6 pages (1500 words) during the semester
- 300-and 400-level courses-10 pages (2500 words) during the semester

The Academic Undergraduate Standards Committee strongly supports the minimal writing requirements described above and, therefore, expects all faculty to include the writing requirements in their syllabi, as well as their courses. Faculty are encouraged to assign more than the minimum writing requirements. All assignments should be commented upon and returned to students promptly.

The Academic Undergraduate Standards Committee has requested that Department Chairs oversee their department's compliance with the writing-across-the curriculum requirement.

Guidelines for Implementation

100-Level Courses

Written work in 100 level-courses may be done in or out of class and can include, but is not limited to, any of the following forms:

- Short term papers
- Summaries of lectures, reading assignments, films, field trips
- Responses to any of the above (e.g., I agree/disagree with...)
- Journals recording observations, ideas, thoughts about course material
- Descriptions of personal experiences relevant to the course
- Traditional essay assignments
- Full essay outlining

Assignments of the type listed above do not require grades beyond pass/fail or good/satisfactory/poor. Students who need help with grammar should be directed to the Writing Center.

200-Level Courses

In addition to the types listed above, the following are also suitable writing assignments for students in 200-level courses:

- Annotated bibliographies
- Case summaries for law courses
- Summaries and critiques of class or text material

In a 200-level course the writing assignments should count for a significant portion of a student's final grade.

300-Level Courses

While most faculty prefer the traditional term paper to fulfill this requirement, a combination of shorter assignments can frequently be more effective in fostering writing skills. If 10- page papers are assigned, due dates should be structured so that instructors can comment accordingly.

In 300- and 400-level courses, written work should account for an even more significant portion of a student's final grade.