

• **Written Communications Requirement**

To increase her proficiency in writing, a student is required to pass: the first-year writing requirement (ENGL 104) plus at least 3 other writing-intensive courses (for a total of at least 9 credit hours) including at least one course taken for her major (or, in the case of multiple majors, for each of her majors). While grammar is an important part of writing, a writing-intensive course is not a class in remedial grammar, but rather one whose larger aim is to help the student express herself clearly and forcefully in her writing. Because writing is a concern for the entire college, the Director of the Academic Resource Center and other faculty members will serve as “resource persons” whom instructors can consult throughout the semester.

1. ***General-Education Courses that are Writing-Intensive***

Introductory and interdisciplinary courses that are writing intensive should adopt the general recommendations above, but may modify them according to the discipline and course content as long as a significant amount of the classroom instruction is devoted to student writing. At this level, for example, students may be expected to write a researched paper, reviewed and revised several times (i.e. not just an ordinary term paper), that is appropriate to a specific discipline.

2. ***Writing-Intensive Courses Within the Major***

Students will apply their writing skills to assignments that are appropriate to particular disciplines. Most often, these will involve doing research within the discipline and may include the following: the use of bibliographical resources; the description and analysis of data; the synthesis of ideas and arguments; and the use of organization, prose style, and documentation appropriate to the discipline. Once again, a significant amount of the classroom instruction should be devoted to student writing, but because the kind of writing required may vary from discipline to discipline, departments are encouraged to develop their own writing requirement.

3. ***Activities for the Development of Written Communication Skills***

Each writing-intensive course is a cooperative venture between the student and the instructor, in which a variety of assignments, both formal and informal, may be used to develop the student’s ability to write well. Among these activities, the instructor might have the student:

- a) write a major paper with multiple revisions;
- b) write a series of short papers, each undergoing review and revision;
- c) keep a journal of the reading, which can generate written questions to be discussed in class;
- d) make an outline, summary, or translation of the reading (either in class or outside it);
- e) translate mathematical problems into prose;
- f) write comments as postings for a Web Course-in-a-Box;
- g) complete a reader-response sheet on a particular assignment;
- h) write a short passage (one to five minutes) either at the beginning of class to address specific questions (or passages) for discussion or at the end of class to summarize the discussion for the day;
- i) take notes of a lecture or discussion to be shared with the rest of the class, or serve a turn as class secretary in taking notes;
- j) evaluate the rough draft of classmate’s essay;

- k) revise sentences taken from the most recent set of student papers (one sentence for each student in the class);
- l) write a laboratory report or keep a notebook, both of which can generate written summaries and comments;
- m) describe the common errors or difficulties encountered in either problem solving or performing an experiment.