

UNIVERSITY of NORTH CAROLINA
PEMBROKE

Guidelines for WRITING ENRICHED (WE) Courses

The purpose of the Guidelines for Writing Enriched Courses is to assist faculty as they develop proposals for Writing Enriched courses. Writing Enriched courses are typically 2000- and 3000-level courses in which writing supplements the coverage of course content. Listed below are elements for courses that will be designated as Writing Enriched courses.

1. *Syllabus*. Faculty teaching Writing Enriched courses should include writing assignments in course requirements and syllabi and clearly define expectations for performance.
2. *Student Learning Outcomes*. The syllabus should include student learning outcomes that are reflective of and consistent with those of the Writing Intensive Program, but it need not address all of the outcomes outlined in Appendix A. The student learning outcomes for Writing Enriched classes focus on improving general writing skills encompass knowledge and skills in four areas: rhetorical knowledge; critical thinking, reading and writing; processes; and knowledge of conventions. See Appendix A for a complete description of the WE student learning outcomes.
3. *Instruction and Evaluation of Papers*. Instructors in Writing Enriched courses must provide **explicit writing instruction and guidance** through lessons, peer review, one-on-one conferences, written or oral responses to student writing, or other forms of writing instruction and response. The instructor should provide comments on the students' control over the subject matter, as well as on clarity, organization, usage, and effectiveness of expression.
4. *Assignments*. Writing should be spread throughout the course in a sequence of related assignments rather than concentrated in a large term paper at the end of the course. Writing Enriched courses may provide a variety of in-class and out-of-class writing opportunities that may include formal and informal papers, journals, learning logs, on-line discussion forums, in-class assignments, lab reports, and research projects. Instructors may choose to assign a combination of short or long, "rough" or "polished" essays in genres appropriate to their disciplines. Some instructors may want to make use of writing-to-learn assignments, such as journals and "minute papers." At least one assignment must be designed to culminate in a polished piece of writing.
5. *Required Number of Papers or Words*. The number and length of individual assignments is left to the discretion of the instructor, but the use of multiple in-class and out-of-class writing assignments is encouraged.
6. *Revision*. Each proposed course must include at least one substantive assignment in which students submit at least one draft for comments from the instructor and then revise the draft to take account of those comments. The instructor and, when possible, other students will

respond to preliminary drafts. The multistage revision process will allow students to gain practice in the writing process and show students how to use drafts of a paper to shape its form and content.

7. *Use of Rubrics.* Faculty may provide students with adequate feedback on their written work by using rubrics in evaluating papers and providing extended commentary on drafts. Writing samples may be assessed using rubrics, and students may be taught how to assess their own and their peers' writing using rubrics. Rubrics may be used to clarify expectations for students and make the grading process transparent.

8. *How Writing Will Affect Final the Grade.* In Writing Enriched courses, the syllabus will specify the percentage of the course grade that will be devoted to writing. **Writing assignments should constitute a significant percentage of the grade.** It is recommended that at least twenty to thirty percent of the course grade should involve improving student writing.

9. *Class Size or Instructor/Student Ratio.* Enrollment will be capped at 20 students, unless specific assistance to handle writing instruction for larger class sizes is provided.

10. *Support Services.* Students should be encouraged to use the resources provided by the University, such as the University Writing Center and the Mary Livermore Library.

APPENDIX A
Writing Intensive Program
Student Learning Outcomes for Writing Enriched Courses

A1. Rhetorical Knowledge—General Competency

Students who complete Writing Enriched courses will be able to:

- Articulate the purpose of a piece of writing and effectively organize the writing in light of that purpose.
- Exhibit consistency in focus and reasoning. Details will be of sufficient quality and quantity to support thesis.
- Demonstrate the ability to develop content in which the central idea/purpose is clearly stated, the content is accurate and relevant, and credible support is provided.
- Adopt appropriate voice, tone, and level of formality with attention to appropriate audience. Exhibit skills in style and fluency, including voice and vocabulary appropriate to audience, discipline and task.
- Use conventions of format and structure appropriate to the rhetorical situation. Exhibit structural integrity in organization and development. This will include a clear thesis and purpose; logical arrangement of ideas; and appropriate opening, conclusion, and transitions.

B1. Critical Thinking, Reading, and Writing—General Competency

Students who complete Writing Enriched courses will be able to:

- Understand a writing assignment as a series of tasks, involving finding, analyzing, evaluating, and synthesizing appropriate primary and/or secondary sources.
- Assess the nature and scope of writing assignments to determine appropriate writing and/or research strategies.
- Exhibit ability to access, evaluate, and utilize information from a variety of sources and media.
- Constructively develop their own ideas in relation to those of others.
- Exhibit critical thinking by applying principles and strategies of analysis and argumentation.

C1. Processes---General Competency

Students who complete Writing Enriched courses will be able to:

- Write multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, critiquing, editing, and proof-reading/copy-editing.
- Learn to critique their own and others' work.

D1. Knowledge of Conventions—General Competency

Students who complete Writing Enriched courses will be able to:

- Use appropriate syntax, grammar, punctuation, and spelling. Exhibit competency in usage and writing mechanics so that words accurately convey the writer's meaning
- Appropriately document their work. Students will demonstrate the ability to incorporate research appropriately and to cite sources accurately.
- Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics. Students will demonstrate the ability to organize papers with an identifiable structure.