This document contains excerpts from the Faculty Handbook on Faculty established guidelines on Writing Across The Curriculum as follows:

- **On writing in the Lower Biennium**
- **On writing in the Upper Biennium**
- **One writing in Writing Intensive courses**

Reproduced from the ‘Writing Across the Curriculum’ section of the Faculty Handbook

**B. Lower Biennium General Education Courses**

All general education courses in the lower biennium will have a writing dimension, which includes writing-to-learn exercises, essay exams, and a formal out-of-class writing assignment. These writing requirements must be described in the course syllabus.

1. **Writing-to-Learn Exercises**

Courses should promote the concept of writing-to-learn and focus on the writing process as a means to understanding course content. Possible writing-to-learn exercises include:

- notetaking and reflection
- journal writing
- directed writing in class or outside of class
- mini- or micro themes
- informal writing to begin class; as transitions in class; to end class; as outside class activity
- written quizzes

2. **Essay Exams**

Every exam should have at least one essay question that requires students to write a paragraph or more explaining concepts, making connections, synthesizing material, arguing a thesis, etc. Though instructors are urged to incorporate an essay component on every exam, they may modify this component to meet particular exam needs.

3. **Formal Out-of-Class Writing Assignment**

Every course should require students to write a minimum of two typed pages of formal writing that demonstrates their general writing ability: thesis development, organization, paragraphing, grammar, mechanics, etc. Instructors should guide students through the writing process, providing feedback as students work toward the finished product. Possible activities include collecting thesis statements, requiring formal or informal outlines, using peer review, requiring students to work with tutors in the Writing Center, using Writing Assistants in the classroom,
providing feedback on drafts, conducting peer review workshops in class, conferencing with students about their writing, implementing a revision policy for essays. Possible writing assignments include:

- response essays
- book reviews
- evaluations
- summaries
- case studies
- lab reports

Students will be expected to use the college writing guide--currently *The Wadsworth Handbook* (latest edition)--as the writing guide for lower biennium courses.

Note: In order to accomplish these writing objectives, maximum enrollment in these classes will be 35 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section.

AND also the following reproduced from the General Education section in the Faculty Handbook:

a. Writing in the Lower Biennium

All general education courses in the lower biennium will have a writing dimension, which includes writing-to-learn exercises, essay exams, and a formal out-of-class writing assignment. These writing requirements must be described in the course syllabus.

All lower biennium W courses will require students to compose a minimum of 3,000 words of polished writing for the semester. Instructors will provide systematic attention to the writing process by guiding students through the various stages of the process. Suggestions for integrating the writing process into courses include: requiring students to submit thesis statements, outlines, and other planning documents for review; providing written feedback on student drafts; conducting peer review in the classroom; using Writing Assistants in the classroom.
C. Upper Biennium General Education Courses

All upper biennium general education courses will require students to compose a minimum of 2000 words of polished writing for the semester. These requirements must be described in the course syllabus. Instructors will provide guidance throughout the course by following these guidelines:

1. Assignments should be sequenced and require students to advance to more complex thinking and writing skills as the semester progresses.

2. If instructors require students to do primary and secondary research, then they should require students to use the methods and documentation style appropriate to the nature of the course.

3. If instructors assign one research or term paper at the end of the semester, the following procedure should be followed: for longer projects, instructors should sequence shorter writing assignments that build up to the final research project, thus insuring that students receive substantive feedback on their writing.

Students will be expected to use the college writing guide--currently *The Wadsworth Handbook* (latest edition)--as the writing guide for upper biennium courses, particularly the sections "Writing with Sources" and "Writing in the Disciplines."

Note: In order to accomplish these writing objectives, classes will have a maximum enrollment of 35 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section. If a Faculty member teaches more than one upper biennium general education course, then maximum combined enrollment in these sections will be 60 students.

AND from the General Education section in the Faculty Handbook:

b. Writing in the Upper Biennium

All upper biennium general education courses will require students to compose a minimum of 2,000 words of polished writing for the semester. These requirements must be described in the course syllabus.
From the ‘Writing Across the Curriculum’ section of the Faculty Handbook

**Writing-Intensive (WI) Courses**

All lower biennium WI courses will require students to compose a minimum of 3000 words of polished writing for the semester. Instructors will provide systematic attention to the writing process by guiding students through the various stages of the process. Suggestions for integrating the writing process into courses include: requiring students to submit thesis statements, outlines, and other planning documents for review; providing written feedback on student drafts; conducting peer review in the classroom; using Writing Assistants in the classroom.

In addition, students should be guided in their writing by the following:

- Students should be asked to write at least four out-of-class essays (totaling 3000 words for the semester); one essay should be a documented research essay. Instructors should provide students with detailed written assignments defining due dates, audience for essay, format of essay, evaluation criteria, and other concerns.

- Assignments should be sequenced so students move from basic to more complex writing situations, which demand increasingly complex rhetorical skills. Recommendation: sequence assignments to move from the personal (expressive writing close to the self), to the informational (writing concentrating on the subject or message), to the persuasive (writing emphasizing audience).

- Students should be given a general introduction to academic library research and writing and be required to incorporate secondary sources from the library (which may include journal and magazine articles, newspaper articles, book chapters, and government documents) in a documented essay using the appropriate documentation style for the course (as determined by the instructor). Instructors should address the purposes of academic research and the legitimate ways to use research materials.

- Instructors should concentrate in class on the higher order concerns about writing--content, organization, audience, research, etc.--and address lower order concerns--grammar and mechanics, for example--individually with students as these problems pertain to specific writing assignments. Instructors should refer students with basic writing problems to The Writing Center.

- Students should be allowed to revise at least one essay for a better grade at the discretion of the instructor.
Recommendation: to insure that students put effort in all stages of the draft, instructors should hold students accountable for the initial draft by requiring peer review, Writing Center review, use of Writing Assistant draft response, or by incorporating the performance of the first draft into final grade for the assignment. Only those students who have a quality draft should be allowed to revise.

Students will be expected to use the college writing guide--currently *The Wadsworth Handbook* (latest edition)--as the writing guide for the college, and they will be urged to use The Writing center tutoring services and the Writing Assistants (if part of the class).

Note: In order to accomplish these writing objectives, classes will have a maximum enrollment of 25 students. If a section cannot be held to the recommended student limit, then an instructor has the right to modify the writing requirement to be consistent with the number of students in that particular section. If any Faculty member teaches more than one lower biennium WI class, then maximum enrollment ordinarily will be 20 students per class.

AND From the ‘General Education Program’ section of the Faculty Handbook

Area 9: Writing Intensive Courses

All lower biennium W courses will require students to compose a minimum of 3,000 words of polished writing for the semester. Instructors will provide systematic attention to the writing process by guiding students through the various stages of the process. Suggestions for integrating the writing process into courses include: requiring students to submit thesis statements, outlines, and other planning documents for review; providing written feedback on student drafts; conducting peer review in the classroom; using Writing Assistants in the classroom.