Core Curriculum Committee: W Course CCC Criteria

For review of courses proposed for the upper division written literacy requirement, the Core Curriculum Committee uses following criteria from the General Education Review Committee Report, 10/11/04, and the original GE Report from Fall, 1990:

1. As an upper division W course, it is recommended students take the course during their junior year (not a requirement); the W course does not have to be in the student’s major discipline, but this is encouraged.

2. W courses may be new or existing courses. All new courses should be developed by individual instructors and submitted for regular curricular approval as is customary in the school or college; they can be submitted for blanket approval for all sections and all instructors, or proposals can specify selections sections and instructors.

3. One of the purposes of the W course is to help students learn to write in a variety of ways and contexts. All W courses must demonstrate an integration of writing, writing instruction, and content, and should include the following criteria:
   a. There should be frequent writing tasks with instructor feedback on the content of the paper and the quality of writing (organization, use of supporting evidence, and conventions of language) throughout the semester.
   b. Instructors should use a process-oriented approach to writing, rather than just assigning more writing. This approach includes drafting, feedback (instructor feedback; peer feedback optional), revision and editing, and final drafts.

4. Additional W course activities may include models of the writing of professionals in the discipline, workshop activities, discussion, journaling or learning logs, conferences with the instructor, peer interaction, timed writing activities about the subject, mapping or clustering about themes or concepts, or summary statements about the major topics at the end of a class.

5. The University will offer several writing workshops to assist faculty in the techniques of using writing as a way of learning. The Center for Educational Excellence will also develop a resource packet of readings as supplements on writing as a teaching tool in various disciplines.