

Writing Intensive Courses in SSHS

Proposed Guidelines and Policy

Based on the SSHS Writing Survey, completed by 43 faculty members in Spring '11, the following guidelines and policies are proposed for Writing Intensive courses in SSHS:

Guidelines

Expected Learning Outcomes of Writing Intensive Courses:

- Students will use writing for inquiry, learning, thinking, and communicating.
- Students will understand writing as an open process that permits writers to re-think and revise their work.
- Students will integrate their own ideas with those of others.
- Students will understand the interactions between critical thinking, critical reading, and writing.
- Students will become aware that it takes multiple drafts to create and complete a successful text.
- Students will learn to critique their own and others' written work.
- Students will hone their mastery of the mechanics of writing, including syntax, grammar, punctuation, and spelling.
- Students will become aware of writing structures, including thesis statements, paragraph development, and section headings.

Policies

- Students in a Writing Intensive course will complete *at least* 10 pages of written work.
- A Writing Intensive course will include at least two writing assignments (can be different parts of a larger project or paper).
- Students in a Writing Intensive course will receive feedback on written work during the semester and will have the opportunity to edit, revise, and resubmit some or all written work, as determined by the professor. The revision policy—including revision schedule and grading policy for multiple drafts—will be included in the syllabus.