

## WRITING

Students must demonstrate proficiency in college-level writing. Students may demonstrate proficiency in the following ways: completing ENG 101 (with a C or better); or earning transfer, IB, or AP credits that are equivalent to ENG 101. [This language has already been approved by the faculty.]

### **Writing Intensive Course**

As a requirement for graduation, each student will also successfully complete 4 credits of 200- or 300-level writing intensive coursework that focuses on writing and research within a discipline.

Writing intensive courses are designed to develop students' ability to write and research in ways that are responsive to specific, disciplinary contexts. To qualify as writing intensive, a course must demonstrate it meets the following writing learning outcomes:

1. *Context and Purpose:* students will demonstrate adequate consideration of context, audience, and purpose in their writing and a clear focus on the assigned task(s).
2. *Content Development:* students use appropriate, relevant, and compelling content to develop their own ideas within the context of the discipline and to shape the whole work.
3. *Genre and Disciplinary Conventions:* students demonstrate informed use of conventions particular to a specific discipline and/or writing task(s), including organization, content, and stylistic choices.
4. *Sources and Evidence:* students demonstrate skilled use of credible, relevant evidence, including use and citation of sources, to support ideas that are situated within the discipline and genre of the writing.
5. *Sentence-level Clarity and Mechanics:* students can skillfully communicate meaning with clarity and fluency; errors do not overly distract.

Additionally, writing intensive courses must demonstrate they meet the following information literacy outcomes:

1. *Accessing and Evaluating Sources:* students demonstrate that they can investigate and select information sources appropriate to the scope and discipline of the research

question, using criteria such as relevance, timeliness, and credibility.

2. *Responsible Use*: students can effectively, responsibly, and critically use and cite information from these sources.