Writing Across Curry College - Writing Enhanced (“WE”) Courses

Pursuant to Curry College’s Writing Across the Curriculum program, we propose that courses listed as Writing Enhanced (“WE”) will have:

A. Integration of Reading and Writing

B. Multiple types of writing, including both high stakes and low stakes, integrated into course content and connected to learning outcomes for the course.
   1. High stakes writing is defined as revised, polished, and graded.
   2. Low stakes writing is defined as informal, ungraded writing, including (but not limited to) journal entries, Blackboard commentary, and in-class writing. (Writing may be graded for content not for writing quality.)

C. Multiple opportunities for writing feedback points during the course, including feedback on preliminary versions of assignments.

D. A minimum of 15 pages of writing, more for upper level or capstone courses (i.e. 20 pages).

E. Specific instruction in writing, for example, disciplinary conventions, will be integrated into the course.

F. Research and information literacy integrated appropriately to the discipline and level to support writing goals.

Writing may take the form of Non-Disciplinary and/or Disciplinary writing.

Examples of Non-Disciplinary writing include (but are not limited to):
   - Journal entries
   - Editorial writing
   - Response to reading/book review
   - Outlining assignments
   - Principles of using sources and citations

Examples of Disciplinary writing include (but are not limited to):
   - Writing using Discipline-specific concepts, vocabulary, style, and format
   - Lab reports
   - Historical analysis
   - Data analysis
   - Aesthetic analysis (art, music, literature)
   - Case studies
   - Literary explication
   - Discipline-specific use of sources and documentation