

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