

Supporting Skills

1. Students will present ideas in clear, well-organized writing that meets the assignment's genre and the needs of its audience.
2. Students will use critical reasoning skills relevant to the assignment's purpose.
3. Students will demonstrate knowledge of the stylistic conventions, and where applicable, citation style and formatting appropriate to the course or assignment.

Course Content Criteria

1. Courses in this category are offered at the 3000 level or below, and are open to all students.
2. Courses in this category provide multiple opportunities totaling 600 minutes for students. This amount is equivalent to approximately 12–15 full pages of text, double-spaced, in Times New Roman 12, on an exam.

Glossary

1. **Audience:** The intended reader or community of readers.
2. **Citation style:** E.g., AP, APA, Chicago, IEEE, MLA, or others produced for professional written work.
3. **Critical reasoning:** Following the lead of John Dewey, critical reasoning is the “active, persistent, careful consideration of a belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends.” More specifically, those who engage in critical reasoning analyze, conceptualize, interpret, synthesize, or evaluate objects of study, and ground their claims in appropriate internal evidence or external sources. Critical reasoning promotes the values of clarity, accuracy, precision, consistency, relevance, sound evidence, validity, depth, breadth, and fairness.
4. **Diction:** Aptness of word choice, considering not only precision but also degree of formality and correct usage.
5. **Formatting:** Matters of document preparation specified in the assignment, if any.
6. **Genre:** The kind of writing assigned, including but not limited to research papers; persuasive, analytical, and interpretive essays; literature reviews; proposals; creative writing; conference presentations; business plans; risk assessments; news releases; news reporting; formal reflection essays; and blogs.
7. **Internal evidence:** The materials within a work that, when analyzed, reveal the relations of its parts to the whole.
8. **Sources:** Works of art, computer code, peer-reviewed scholarship, data, public records, authoritative reference works, histories, experience, oral histories, electronic media, or other forms of knowledge accepted by scholars and practitioners in relevant fields.
9. **Stylistic conventions:** General practices or explicit guidelines regarding abbreviations, contractions, technical language, pronoun choices, the presence or absence of self-referentiality, the manner of integrating quotations, and other matters that meet the objectives of the assignment and course.
10. **Well-organized:** Writing that suggests it has been edited before submission. Characteristics include but are not limited to appropriate diction, sentence clarity, paragraph cohesion, and

Experience Criteria

Students may apply to fulfill the W requirement through a co-curricular activity. These criteria apply to experiences that meet the W curricular requirement and describe the characteristics of the experience, the steps a student must follow to petition the experience for approval, and the number and types of assignments students must submit to satisfy the requirement.

1. Students must obtain pre-approval for any activity used to satisfy this component. Approval must be obtained prior to the start of the activity.
2. Students must submit independent, third-party, verification of participation in the approved activity, by a supervisor or other authoritative individual, who is not a blood relation.
3. Student experiences must involve 15 hours of engaged interaction such as an internship, an engaged learning project, independent research, or work assisting a faculty member. A faculty mentor must provide detailed feedback on the student's written work.
4. This written work must involve a minimum of three opportunities across the duration of the experience for students to write and must total 4500–6000 words (approximately 15–20 full pages, double-spaced, in Times New Roman 12). It may include reflective genres such as blogs, journals, and first-person essays that record, describe, analyze, and evaluate the experience, but may also include other genres relevant to the experience. Such writing must be evaluated in accordance with the characteristics of well-organized writing, whether or not that evaluation includes a grade.
5. Students fulfilling Writing through an activity must submit a written reflection with the petition outlining what the activity is, how they anticipate the activity will fulfill the requirement, and what they expect to gain and learn from the experience.
6. Students fulfilling Writing through an activity must submit either copies of all written work completed during the course of the activity or a written reflection of approximately 1000 words that responds to the following prompt:

Please describe in detail the activity you used to complete the Writing requirement. In your reflection, answer the following questions. How did you meet the requirement of completing 3600-4500 words of writing? Who was the audience for your written work? What resources did you use to understand how best to improve your writing? How did you incorporate drafts and revisions into your writing process? Who provided feedback on your writing? How did your ability to communicate information in writing improve?

Writing Assessment Rubric

Supporting Skills

Exemplary
5

Accomplished
4

Developi

