

Faculty Assembly Meeting Minutes
January 22, 1996

Members Present: Bernard Booms, Jim Brown, Ron Butchart, Anthony D'Costa, Patricia Fandt, Sharon Fought, Claudia Gorbman, Mike Kalton, Karyn Landenburger, Belinda Louie, Rachel May, David Morris, Kim Nelson, Janet Primomo, Jill Purdy, Bill Richardson, Marcy Stein, Tracy Thompson, Jackie Weinstock

The meeting was called to order. Minutes were approved as written. David Morris proposed guidelines for the writing requirement at UWT (see attached). Faculty engaged in a lively discussion regarding the merits of the proposal. The discussion included questions about the proposed W course criteria, specifically questions concerning the recommendation that "about 10% of class time during the course should be devoted to instruction in writing." The discussion was tabled until the next Faculty Assembly meeting.

Proposed Guidelines for the Writing Requirement at UWT

The following guidelines were developed by the Writing Committee. We have tried to accommodate the varied needs of existing programs and anticipate the needs of new programs that may be added in the future.

- (1) **Undergraduate Degree Requirements Recommendation** Students shall be required to meet the following to earn a bachelor's degree:
No fewer than 15 credits of writing consisting of:
 - A. One course in English Composition
 - B. Remaining credits in upper-division writing intensive (W) courses at UWT
- (2) **W Course Recommendation for Programs**
Programs will be responsible for designating approximately one-third of their undergraduate courses as writing intensive (W) courses. These should be designated on the quarterly registration schedule.
- (3) **Recommended W Course criteria**
 - A. Substantial writing (10-15 pages) is required. Revisions do not count in the total number of pages of writing. The assigned writing may be in virtually any form as long as feedback is provided to each student that comments on the effectiveness of the writing and not just its content. If the writing assigned is in the form one long paper, some opportunity for revision must be provided. Effectiveness is taken to mean the degree to which the student's writing successfully meets the challenge posed by the assignment. Success depends on all aspects of the writing performance: organization, clarity, awareness of audience, accuracy of statement, substantiation of assertions, grammar, diction, punctuation, spelling, completeness, etc. Typical writing assignments include research papers, essays, personal response papers, take-home exams, book reviews, and graded journals. Group writing assignments generally do not meet the above requirements for individual feedback.
 - B. About 10% of class time during the course should be devoted to instruction in writing. Instruction is broadly defined to include:
 1. Explaining in detail the purpose of a writing assignment, so that students will better understand how the required writing will help them think more meaningfully about the subject being studied.
 2. Discussing the performance of students on a completed assignment.
 3. Discussing the different writing strategies which may be used in carrying out an assignment.
 4. Discussing general principles of effective writing
 5. Supervising a peer review process in which students critique each other's work.
 6. Discussing specific aspects of writing such as grammar, diction, punctuation, etc.
 7. Helping students understand writing as a process that involves critical thinking and analysis.
 8. Discussing exemplars that demonstrate the form of writing assigned.
 9. Discussing the evaluation criteria for grading writing.