

## General Education Guidelines for Writing in the Discipline Courses

All degree-granting undergraduate programs must offer courses that fulfill the General Education Writing in the Discipline (WID) requirement and ensure every student takes a WID-designated course in the major by the time s/he graduates. WID courses are taught by members of the field and are intended to help students recognize and practice writing conventions of the discipline and engage in critical enquiry appropriate to the discipline (writing to communicate) while also using writing as a method for learning course content (writing to learn).

### **Designing a writing in the discipline course**

In WID courses, writing goals are embedded in course learning outcomes and stated in the syllabus. A variety of writing assignments and activities will be designed with these outcomes in mind, and are scaffolded and spread throughout the entire semester. Instructors should craft written instructions, including evaluation criteria, for major writing assignments. Enrollment in these courses should be limited to 25 students to allow individualized writing instruction.

### **Writing to communicate in the discipline**

WID courses include formal written assignments that ask students to compose in genres, using conventions, and for academic, professional, and public audiences relevant to the discipline. Students should be given opportunities to review disciplinary texts and examine disciplinary conventions with guidance from the instructor. When appropriate, students should use information literacy skills to locate, evaluate, and ethically integrate information from multiple, discipline-specific sources using appropriate documentation styles.

### **Writing to learn in the discipline**

WID courses include informal, low-stakes writing activities designed to help students learn and understand course content (e.g.: to summarize key points, analyze discipline-specific writing and reading practices, explore or critique ideas, or make personal connections with texts). Such assignments may be un-graded, written during class, or composed collectively.

### **Learning to write in the discipline**

WID courses include opportunities for students to receive guidance to conceive, organize, and present written material in ways appropriate to the subject being studied. Students engage in relevant practices of generating, organizing, revising, editing, and proofreading multiple kinds of texts, both independently and collaboratively. Thus, students should be given opportunities to revise their writing and be offered feedback during the writing process from the instructor and/or through peer review that is facilitated by the instructor.

### **Evaluating student writing in the discipline**

Writing assignments are given a minimum weight of 30% of the course grade. Faculty members determine the number and kinds of writing assignments, grading scales, and teaching strategies appropriate for their courses. Formal writing is evaluated for content, format, organization, style, grammar, and punctuation. Informal writing may receive responses to provide insights into the material or suggestions for further investigation but not corrections of language usage.

It is unlikely that internship projects, labs, and courses worth less than 3-credit hours will meet the Writing in the Discipline course criteria.

## **Overview**

In short, the guidelines that must be met include the following:

### **Courses**

- Include at least one learning outcome related to the writing expectations
- Meet a ratio of no more than 25 students to each 1 disciplinary instructor/faculty member
- Comprise a variety of formal writing assignments and informal writing activities scaffolded through the course
- Maintain at least 30% of the course grade attributed to writing, which is evaluated on content, organization, form, and mechanics

### **Formal Writing Assignments**

- Include written instructions that contain evaluation criteria
- Ask students to write in genres and to audiences relevant to the discipline
- Ensure students submit drafts and receive feedback

### **Informal Writing Activities**

- Are included throughout the semester to guide students' learning of course and/or disciplinary material
- May be ungraded

## **Learning Goal and Outcomes Statements for Writing in the Discipline Courses**

### **Learning Goal**

Students will use writing as a means to understand and practice disciplinary communication, produce knowledge, and learn course content

### **Learning Outcomes**

Students will

- Use writing to learn and synthesize disciplinary and course concepts
- Compose using conventions appropriate to a disciplinary audience, genre, and/or purpose to express informed opinions and ideas

## **Writing in the Disciplines Program Resources**

The Writing in the Disciplines Program, a unit of the Writing Center, supports faculty on curriculum development and the teaching of writing in disciplinary contexts via workshops, small group meetings, and individual consultations. The WID Program offers collaborations with instructors on all aspects of designing, revising, and assessing the Writing in the Disciplines designated courses. The WID Program's role is to help create strategies that make this process less demanding and time-consuming for instructors and that better integrate writing into courses so as to help students grow and deepen their capacities as writers in their field.

## **Banner Attribute for General Education "Writing in the Discipline" courses**

Each program will identify at least one required or many elective "Writing in the Discipline" (WRIN) courses. The General Education Board is responsible for evaluating courses for WRIN certification. A course that is approved as a "Writing in the Discipline" course will be marked on the Banner as WRIN.