



Writing Emphasis Competency




**TCU Graduates
will demonstrate
the ability to use
writing as a
means for
learning and
communicating in
a specific
discipline.**

Writing-Intensive Courses:

- Emphasize writing
- Occur at all levels of instruction
- Occur across the curriculum, including final-year projects

Students should:

- Produce writing
- Revise writing
- Address discipline-specific audiences
- Use conventions of discipline or profession

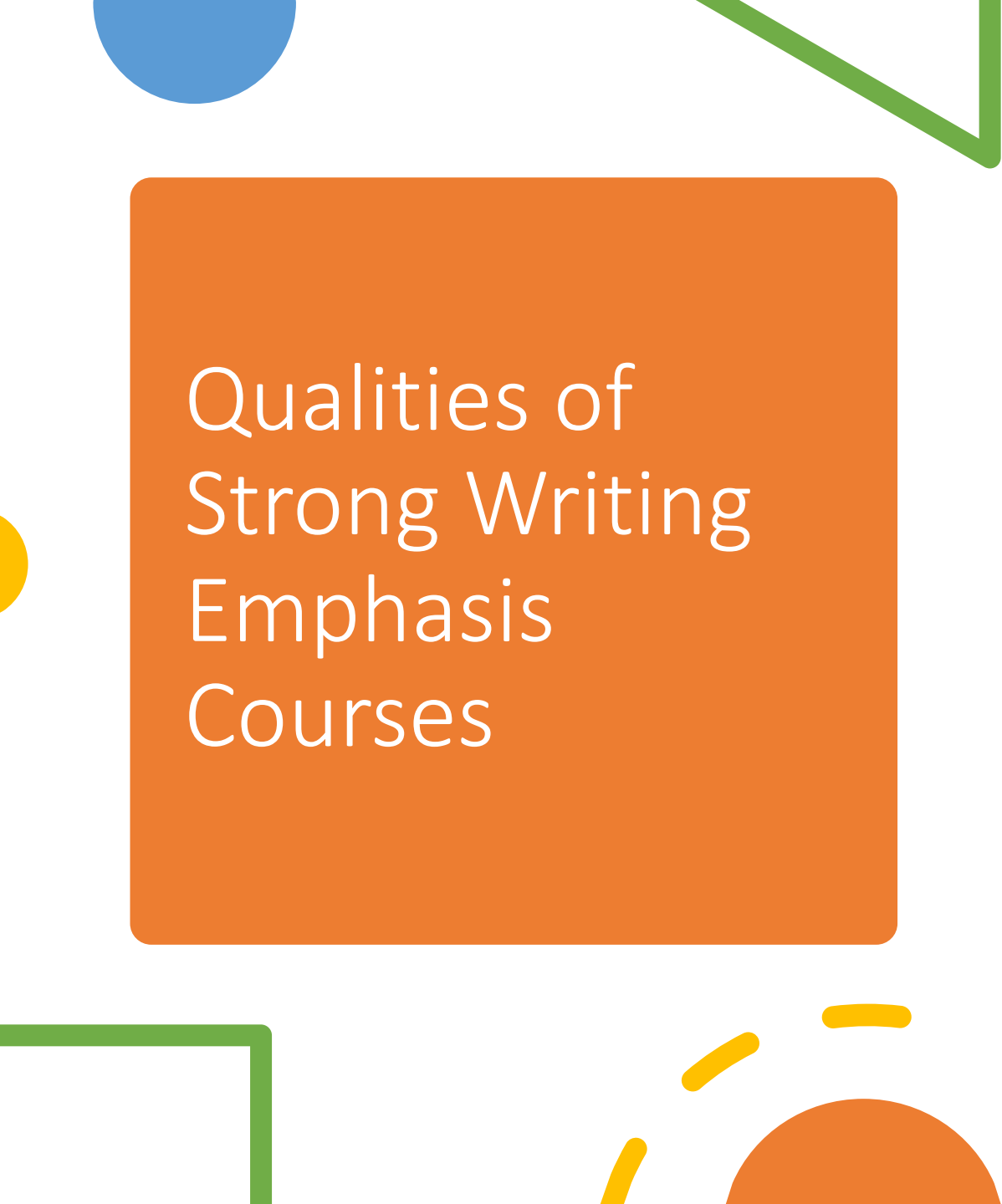


Qualities of
Strong
Writing
Emphasis
Courses

1. Writing is a substantial component in the course.



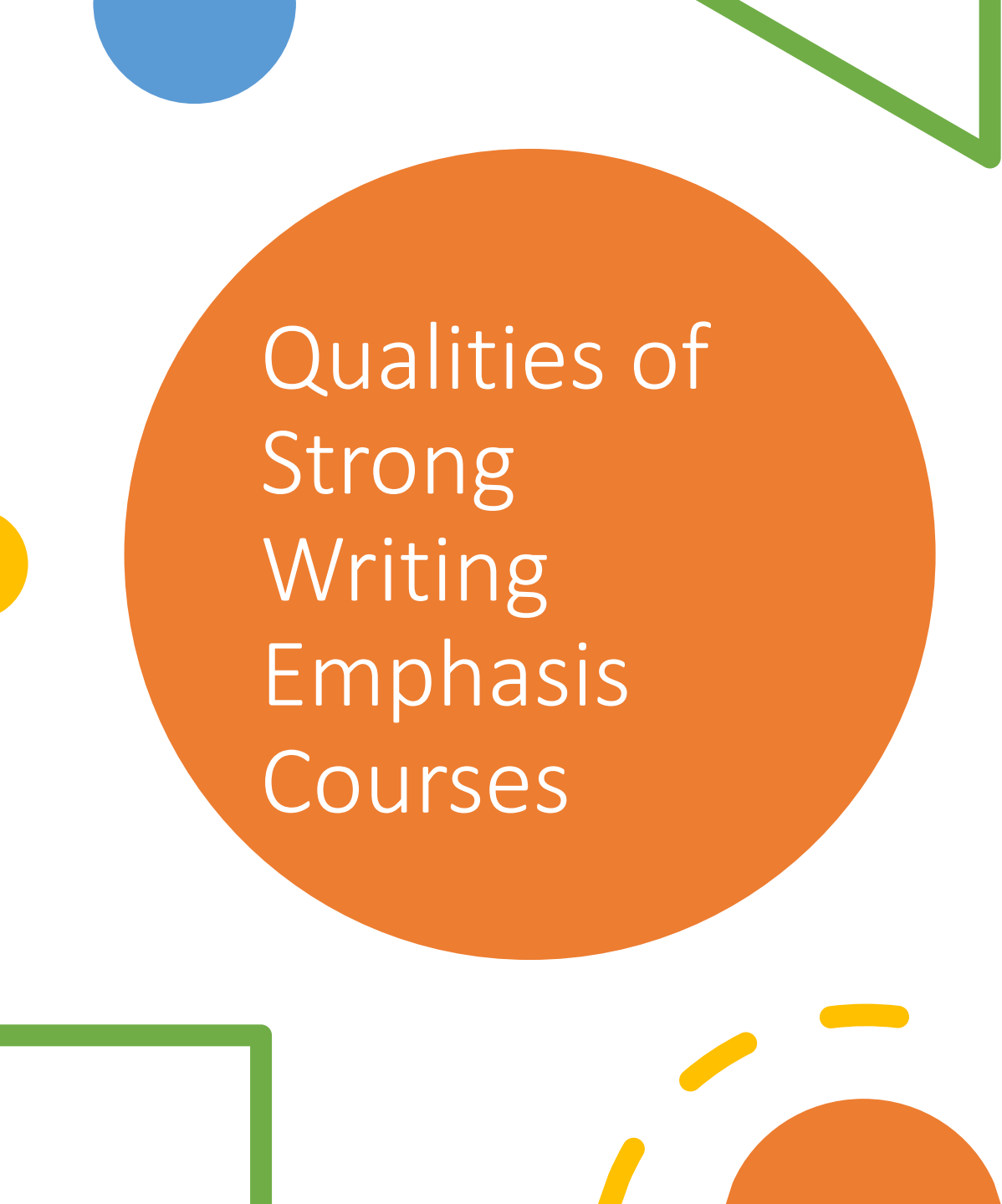
- Students learn most from writing that **demands their time and attention** and that is clearly **valued by faculty**.
- A course in which students' writing constitutes only a small portion of the total grade or in which students complete only one short writing assignment is **not** emphasizing writing.
- A course should be designated “writing emphasis” because **writing is the best way for students to express what they learn** in that particular course.



Qualities of Strong Writing Emphasis Courses

2. Students engage in multiple writing assignments.

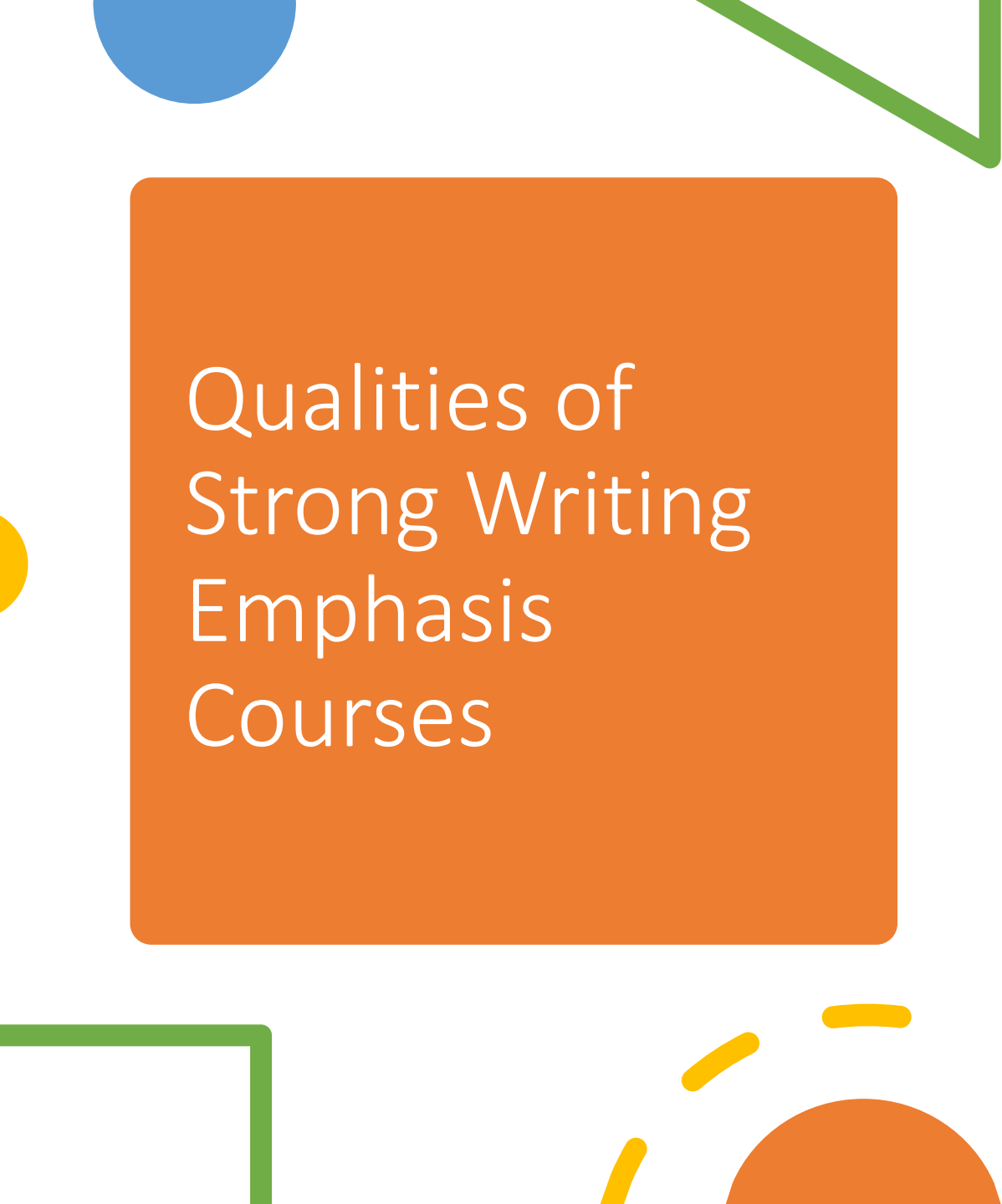
- Students are most likely to increase writing skill by engaging in **multiple writing assignments** throughout a course:
 - multiple drafts of a single assignment
 - multiple assignments in the same genre
 - different kinds of writing in a single course



Qualities of Strong Writing Emphasis Courses

3. Students receive some direct instruction in writing.

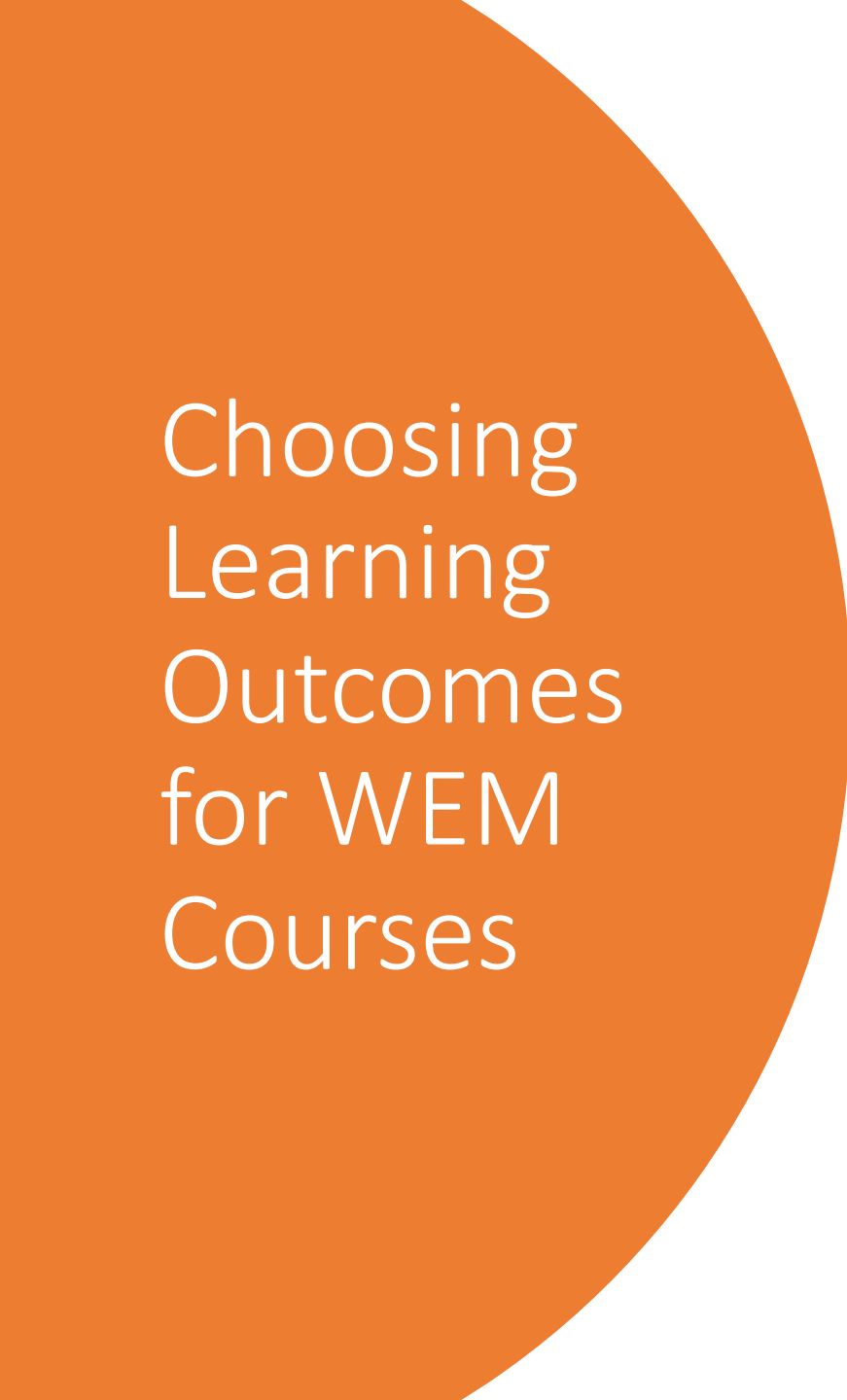
- **For writing skills to develop**, students **need instruction in various kinds of writing over time.**
- As student move into their **majors**, they need **explicit instruction** in the **rhetorical strategies** and **writing conventions** common in their **field** of study or intended **profession**. These may take the form of:
 - Lectures on writing
 - Written feedback from the instructor
 - Handouts
 - Directed peer response
 - Analysis of examples
 - Teacher-student conferences
 - Supplemental support may be provided by the Center for Writing .



Qualities of Strong Writing Emphasis Courses


4. Classes are small enough to allow multiple drafts and direct feedback on writing.

- Because of the extra time and energy required from instructors to provide feedback, the Conference on College Composition and Communication recommends **limiting writing-intensive classes to 20 students**.
- Courses in the major that have large enrollments are **not** good choices for writing emphasis credit.



Choosing Learning Outcomes for WEM Courses

Courses submitted for a Writing Emphasis designation need to show how they will meet at least **one** of the following **student learning outcomes**



SLO 1: Students will demonstrate a working knowledge of the rhetorical conventions of the target discipline.

- Appropriate for courses that focus on preparing students to write as **disciplinary specialists or professionals**
- Students will be expected to learn to:
 - conduct and present research as disciplinary specialists do
 - use the forms appropriate to specific professions
 - gain expertise in producing a particular genre of text.

SLO 2: Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content.

- Appropriate for courses in which writing is used primarily to help students **learn and deepen their understanding of the course content.**
- Students might be expected to:
 - use writing to respond to readings
 - complete reflective journals on their learning
 - write research essays in academic forms

SLO 3: Students will show the ability to employ writing strategies and rhetoric practices learned in lower division writing courses.

Appropriate for courses which focus on **developing writing skills more generally**, especially

- revision skills
- research skills
- analysis of disciplinary writing

A course that includes multiple writing assignments and **opportunities for revision** would meet this learning outcome.

SLO 4: Students will produce writing that demonstrates clarity and precision of thought.

- Appropriate for courses that give **focused attention to language and logic**.
- Although all instructors consider clarity and precision important qualities in student writing, not all courses provide students with **instruction on how to achieve these qualities**.
- A course that meets this outcome would be expected to provide **specific opportunities and instruction enabling students to practice writing more clearly and thinking more precisely**.

As you prepare your syllabus, give thought to:

- Percentage of course **grade** based in writing
- **Time** spent in class discussing writing
- **Amount** of writing (frequency and/or total pages)
- Opportunities for **feedback and revision**
- **Scaffolding** of writing (writing increases in complexity over time; assignments build on each other)

Consider **assigning writing in stages** to emphasize **the writing process** (proposal, rough draft, revision of final draft, etc.)

Your **syllabus should display** the role of writing in your course. In other words, **writing assignments and writing instruction should be visible** on your syllabus.