

Extract from the Faculty Senate Motion establishing the University Writing Requirement--Rationale:

As the cornerstone of any higher education, academic and disciplinary literacy is the concern of the entire faculty and the whole university curriculum. Understanding that literacy is a long-term development process, the university community is committed to the following goals for student writing and learning:

- a) Students should use writing as an intellectual process to learn material, to discover, construct, and order meaning.
- b) Students should learn to write effectively in various academic and disciplinary genres for professional and lay audiences.
- c) Students should learn to display competence with the generic features and conventions of academic language.

**GUIDELINES FOR WRITING-INTENSIVE COURSES
With Summary****1. Has substantial writing, integral to the course: 50% of Grade (traditional writing assignments)**

Students in the course should do *substantial* writing that enhances learning and demonstrates knowledge of the subject or the discipline. Writing should be an integral part of the course and should account for a significant part (approximately 50 percent or more) of the final grade.

Learning in any course includes learning the appropriate ways of reading, writing and thinking for that subject or discipline. Traditional writing assignments, such as senior theses, seminar papers, take-home and in-class essay exams, case studies, laboratory notebooks or reports, proposals, literature reviews, and field research should be considered as possible sources for satisfying the writing requirement. There is no single or universal formula for satisfying the WI requirement as courses naturally differ according to their level, form, and function. For example, General Education courses may emphasize writing-to learn strategies, while major courses may incorporate an additional focus on discipline-specific writing.

2. Employs writing regularly, as process, with feedback & revision (as part of course structure)

Writing should be assigned in such a manner as to require students to write regularly throughout the course. Major assignments should integrate the process of writing (prewriting, drafting, revision, editing). Students should be able to receive constructive feedback of some kind (peer response, workshop, professor, T.A., etc.) during the drafting/revising process to help improve their writing.

The quantity of the writing required is less important than how the writing is integrated into the course. For example, frequent short writing assignments (2-5pages) for which the student receives comments and an opportunity to revise can sometimes be more effective than long research papers submitted at the end of the course which receive comment and evaluation only after the course is over. Longer assignments can be broken up into stages or components with feedback at critical points to allow for a more effective writing/researching process and, ultimately, a more satisfying product

3. Uses writing as a learning/engagement method (some role other than graded product)

The course should include both formal (graded) and informal (heuristic) writing. There should be papers written outside of class which are handed in for formal evaluation as well as informal assignments designed to promote learning, such as invention activities, in-class essays, reaction papers, journals, reading summaries, or other appropriate exercises.

Assigning work in a variety of genres for a variety of audiences can help students synthesize and apply disciplinary and interdisciplinary knowledge effectively. It is important that evaluation of writing be conducted by people trained in the conventions of the genre being used and be appropriate to the nature of the assignment. New writing and assessment strategies, such as portfolio and student self-assessment, are encouraged.

UNH WRITING PROGRAM WEBSITE RESOURCES:

Instructor Resource Page: <http://www.unh.edu/writing/resources/instructors/>

Student Resource Page: <http://www.unh.edu/writing/resources/students/>

UNH WRITING CENTER HANDOUTS

PDFs Available on the Writing Program Website: <http://www.unh.edu/writing/cwc/handouts/>
(or find the "Handouts" link on the "Writing Center" information line)

Handouts marked with an asterisk* are especially helpful for ESL students.

Citation Styles

- APA style
- ASA style
- Chicago style - part 1
- Chicago style - part 2
- MLA style

Elements of a Paper

- Cutting Clutter
- Developing a Thesis*
- Transitions
- Using Outside Sources*
- Using Quotes*
- Introductions*
- Conclusions*
- Evaluating Sources
- Writing & Revision Tips

Grammar and usage

- Articles*
- Comma splices
- Conjunctions
- Modifiers
- Parallel structure
- Commas
- Sentence Clarity*
- Vague Pronouns*
- Commonly Confused Words
- Semi-colons
- Active and Passive Voice*
- Modals*
- Self Editing Checklist*
- Sentence Boundaries*

Types of Writing

- Creative Writing
- Literature Reviews
- Research Proposals
- Writing a research paper*
- Book Reviews*
- Business Writing*
- History Writing*
- Lab Reports*
- Personal Statements
- Internet Research
- US Academic Conventions*