

Recommendations of College of Liberal Arts Committee
for Establishing Guidelines for Writing Content Courses

1. A number of existing courses that have writing as their central component should be certified as writing-content courses; for example, advanced expository writing, feature writing, creative writing, and similar courses. Honors courses in Plan II or within departments should also be certified if they require an honors thesis.

2. In order for a course to be designated as a writing-content course, the semester's work should include from 5000 to 6000 words of written assignments distributed among at least three papers. These papers should be developed in two or more drafts with the aid of the instructor or the instructor's assistants.

A course in which the written work consists only of essay exams or of one term paper should not be considered writing-content courses.

3. Class size for courses that are designated writing-content courses should be no larger than 25.

4. Each department should be asked to identify courses now in its inventory that would meet the requirements for a writing-content course. Each department should also work to create additional courses that will meet the requirements. All courses qualifying as "writing-content courses" will be so designated in

course schedules and catalogs.

5. Departmental administrators should actively recruit interested and cooperative faculty to design and teach writing-content courses.

6. Faculty who volunteer to teach writing-content courses should be paid to attend a pre-semester orientation program on teaching writing, to be taught by qualified faculty. Faculty who teach the orientation should be paid for their contribution.

7. Faculty who teach writing-content courses in the college should meet at least twice in a semester to exchange ideas and regularize their standards for writing-content courses.

8. Teaching assistants trained in the English department's program for writing teachers should be assigned to faculty in writing -content courses to assist in conferring with students about writing problems and to aid in responding to drafts of papers. The T.A.s should not be used as graders.

9. The writing skills laboratory in the English department should be expanded and strengthened so that faculty in writing-content courses could refer their students to the lab when they are having problems with mechanics and usage. A group of knowledgeable people in the English department should be appointed to investigate available computer-assisted programs such as Bell Laboratory's The Writer's Workbench to find out

whether students in writing-content courses could benefit from any of these programs.

10. Instructors in writing-content courses should be eligible for the President's Associate Teaching awards in composition.

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