

**WRIT (Intermediate Writing Designation)**  
Teaching and Course Development Guidelines

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**Curriculum Guidelines for WRIT**

The WRIT designation will be satisfied after a student has taken INTG 100 Learning Foundations (where they will encounter the Write – Beginner learning outcome). A WRIT designation may give students the chance to learn to write for their discipline, major, or chosen field(s) of study. The hope is that students will encounter this intermediate level learning outcome multiple times throughout their CSB/SJU career – both in and outside their major department.

**WRIT Learning Outcome:**

Write – Intermediate

Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support ideas. They consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

[Click here for a full list of scaffolded Integrations Curriculum learning outcomes.](#)

**WRIT Course Requirements:**

- Students must satisfy the WRIT designation with a course offered by a CSB/SJU instructor. Any 2xx- or 3xx-level, 4-credit course in any department can apply for a WRIT designation.
- Each student is expected to write a minimum of 2000-2500 words (8-10 pages) of original content in total over the length of the course. *This can be met through 1 single project or multiple shorter projects.*
  - Depending on the discipline, word count/page count might not be the appropriate metric. In your application, describe what writing in the discipline looks like.
  - While the pieces of writing could be part of a larger, combined group project, the minimum amount of required original content that is submitted for assessment must be written by the individual student.
- At least 1 piece of writing must involve a revise and resubmit process for students that includes both instructor and peer feedback. The type and depth of feedback (written,

verbal, evaluative, etc.) should be appropriate to the type of writing and stage in the writing process. Involving the Writing Center can help with the revision process.

- Writing artifacts can be written in a language other than English if completed in a foreign language course.
- Students are required to submit an artifact to their ePortfolio that demonstrates the Write – Intermediate learning outcome for assessment and for their personal use as a writing sample. This should be a *substantial* piece of writing (at least a few pages) that allows for evaluation of each element of the learning outcome. The Write – Intermediate Rubric can be found at the end of this document.

### Teaching Guidelines for the WRIT Designation

In the following section, we will break down the different elements of the Write – Intermediate learning outcome to help faculty envision how they might meet this outcome in their courses, regardless of the discipline. In your application for the WRIT designation, make clear to the GECC how your discipline defines relevant terms in the varying elements of the learning goal.

Ideas for pieces of writing might include projects such as reflective journals, literature reviews, multiple working drafts and a final polished essay, creative writing, student journalism articles, the textual basis for a performance like a play or presentation or podcast, a report of scientific findings, a research proposal, etc.

1. “Students demonstrate consideration of the context, audience, and purpose of their writing...”
  - a. Context, audience, and purpose always arise from the specific requirements of a kind of written text and its role in a discipline or field of study. For example, a grant application has a different context, audience, and purpose than a literary analysis essay or a literature review.
    - i. The following description from the Purdue OWL is helpful: “Style is contextual, meaning that it is determined by the media of writing and publication, the author’s aims, and the intended audience. Using casual or simple language in a formal document would be inappropriate, for instance, because it might give the audience the impression that the author doesn’t fully understand the importance of the work, that they don’t take the audience seriously, or that they simply don’t have a very extensive vocabulary (which could affect their ethos, or credibility). Conversely, a social media post from a prominent political figure might demand a certain level of seriousness or decorum. When taking context into account, a writer needs to consider not only what they would like to say and how, but also what their audience needs and wants to get from the text.”<sup>1</sup>
  - b. Consideration of the context might mean...
    - i. Developing and highlighting the historical or contemporary context of a given point in time, claim, or event
    - ii. Writing in different genres

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<sup>1</sup> [https://owl.purdue.edu/owl/general\\_writing/writing\\_style/style%20/context.html](https://owl.purdue.edu/owl/general_writing/writing_style/style%20/context.html)

## WRIT Teaching and Course Development Guidelines

- iii. Writing about a topic for different audiences
    - iv. Defining terms, explaining concepts, or explicating details in such a way that the argument can be understood by the reading
  - c. Consideration of the audience might mean...
    - i. Adjusting writing style, content, structure, etc. to meet the needs of a particular audience
    - ii. Being mindful of who will read the piece of writing, both the literal audience (faculty, other students in the class) and imagined audience (such as readers of a particular journal or an audience of educated individuals who don't know the terminology of the field)
  - d. Consideration of the purpose of their writing might mean...
    - i. Persuading the reader to accept, learn from, or agree with the claims made in the piece of writing
    - ii. Persuading the reader to change their outlook, worldview, or opinion about a given topic
    - iii. Writing for a particular audience so that the argument is clear and easily understood
    - iv. Writing to meet the standards and expectations for a particular discipline or style of writing
- 2. "and use compelling content to clearly support ideas."
  - a. "Compelling content" can be drawn from class readings or from additional research depending on the faculty member's instructions.
  - b. The definition of "compelling" will vary by assignment and field of study.
  - c. "Content" might consist of research, evidence, or ideas.
  - d. Assignments might do this by asking students to...
    - i. show how the results of a lab experiment supported or did not support a hypothesis
    - ii. craft careful language and arguments for the script of a podcast
    - iii. accurately cite evidence (specific language, data, or ideas) from outside sources
    - iv. stylistically persuade via strategic language in a persuasive essay, etc.
- 3. "They consistently organize their arguments using relevant evidence."
  - a. Students are expected to write at least 2000-2500 words (8-10 pages) of original content in total that contains appropriate evidence in support of the student's argument.
  - b. Be clear in your application how you or your discipline defines "argument" and how students will be expected to demonstrate their understanding in an assignment. An "argument" can take many forms. Making an "argument" in a piece of historical analysis will likely be different than making an "argument" in a lab report. An "argument" might be a piece of persuasive writing, or it might involve explaining and interpreting data.
  - c. Students are expected to learn how to structure an essay or series of arguments as appropriate to the field of study.

## WRIT Teaching and Course Development Guidelines

4. “The language is clear and straightforward, with few errors.”
  - a. Faculty may devote class time to teaching writing or provide individual instruction.
  - b. Specifically, at least one of the essays must involve a revise and resubmit process for students. The faculty feedback on writing can come through significant written comments, audio comments via Canvas, or an individual conference.
  - c. Students are strongly encouraged to make use of the Writing Center.

WRIT Teaching and Course Development Guidelines

Write – Intermediate Rubric

Students demonstrate consideration of the context, audience, and purpose of their writing and use compelling content to clearly support ideas. They consistently organize their arguments using relevant evidence. The language is clear and straightforward, with few errors.

Criteria	Does Not Meet Expectations	Minimally Meets Expectations	Meets Expectations
1. Students demonstrate consideration of the context, audience, and purpose of their writing.	There is not a clear argument or thesis that addresses the entire purpose. No clear audience can be inferred or identified.	The thesis or argument is unclear or seems to only address part of the purpose. An audience may or may not be considered.	The essay generally shows awareness of context, audience, and purpose, although the student might miss some significant aspect, particularly in the purpose.
2. Students organize in a manner that is effective for the purpose.	The structure of the paper does not support the purpose of the essay or is so disorganized as to make it difficult to follow the argument.	The structure of the paper develops the purpose at times. Disorganization may make the argument difficult to follow at times.	There is a clear organizational structure that systematically develops and supports the purpose.
3. Students use compelling content to develop and support their ideas.	The essay lacks content to develop and support the claims, or the content is inappropriate to develop ideas.	The essay contains minimal support for some claims.	The essay frequently supports the author's claims with relevant content, but perhaps not consistently. Some evidence is appropriate for the purpose.
4. Students use clear and straightforward language.	Frequent grammatical, spelling, and/or syntactical errors make the paper difficult to read.	The paper, as a whole, is generally clear, although errors with syntax, grammar, or spelling may create confusion or be distracting.	Sentences are largely clear, though there may be occasional errors with syntax, grammar or spelling.