

# Baccalaureate Writing Courses Criteria

## General Criteria

1. Course at the 3000, 4000, or 5000 level
2. Course has a syllabus that states the course is a baccalaureate writing course.
3. Syllabus lists assignments that satisfy the writing component of the course. Grading and amount of work are as rigorous as any other major-required coursework.

## Writing Proficiency Development Criteria

1. Students find and access relevant reference materials and evaluate reference materials for suitability.
2. Students adequately acknowledge and refer to citations using standard citation techniques and reference styles in their discipline (e.g., using the bibliographic format of a major journal in the field).
3. Students synthesize information within the discipline into a well-organized and cogent thesis.
4. Students articulate and defend a position.
  - a. Students write a logical and clear statement of their position.
  - b. Students lay out lines of evidence that support their position.
5. Students master research skills with the goal of generating new knowledge (e.g., conduct a survey, gather observational data from an experiment, conduct an interview, etc.).
  - a. Students succinctly describe their methodology used including statement of the problem or hypothesis that they are testing
  - b. Students organize and summarize the results (e.g., generate figures, tables, summary statistics, etc., to make their results accessible to their audience).
  - c. Students make logical inferences or conclusions from their results.
6. Students assess the writing style(s) used in their discipline and develop proficiency in this style.
  - a. Students develop proficiency in the use of technical terminology of their field.
  - b. Students organize their writing in a technical style in their field – use of formatting, bibliographic conventions, degree of formality, sentence structure, length of document, etc.
  - c. Students assess what is appropriate content as well as the appropriate amount of content in their writing.
  - d. Students assess what content is appropriate for their audience and recognize that different audiences may require different styles of content delivery and degree of difficulty of technical terminology and concepts.
7. Students edit and revise their work by showing improvement in response to feedback.
8. Students construct well written documents that follow the appropriate conventions of grammar, mechanics of writing and style.