

## POLICY

To foster intentional learners who are empowered to communicate effectively in writing, Ocean County College developed a Writing Across the Curriculum process in which students are required to generate at least 1200 words of written, graded work in courses designated as "Writing Intensive." These courses, whose goal is "writing to learn," are listed in the document "Writing Intensive Courses for Writing across the Curriculum." Department deans, at their discretion, may designate additional courses as writing intensive.

The possibilities for writing assignments are endless and are best generated by faculty members in the various disciplines. Assignments might take the form of narrative lab reports in science classes, classroom observations in education classes, detailed explanations of a mathematical process or of a problem-solving process in mathematics or engineering classes, reviews of a concert or a film or an annotated museum visit in humanities classes, an analysis of a company's annual report in business classes, an explanation of a complex social issue in social science classes, an original documented essay generated by information from three or more print or electronic sources, an explanation of various body functions or malfunctions in health and human performance classes, an editorial on a controversial environmental issue in science or social science classes, clinical reports or patient histories in nursing classes.

PROCEDURE

The attached hereby implements the policy to which it refers:

Appendix A: Writing Intensive Courses and Assessment Guidelines

Academic Skills

ACAD 155 Student Success

Anthropology

ANTH 133 Introduction to Anthropology

Art

ARTS 159 Visual Literacy  
ARTS 181 Art History I  
ARTS 182 Art History II  
ARTS 205 Art History III

Business

BUSN 210 Bus Communications  
BUSN 214 Words Processing Applications  
BUSN 252 Bus Law II  
BUSN 271 Principles of Management  
LAAW 104 Introduction to Litigation  
LAAW 201 Legal Research and Writing

Communications

COMM 108 American Deaf Culture and History  
COMM 110 Introduction to Communications  
COMM 151 Media Writing I  
COMM 152 Media Writing II  
COMM 154 Fundamentals of Public Speaking  
COMM 172 Communication Law  
COMM 202 Intercultural Communication  
COMM 272 Public Relations and Publicity  
COMM 278 Mass Media and the Public Mind  
COMM 282 Mass Communications  
COMM 283 Introduction to Radio  
COMM 284 Broadcast Production

Computer Science

CSIT 110 Computer Literacy  
CSIT 140 Introduction to Computer Organization

Education

EDUC 175 Introduction to Teaching

English

All Courses ENGL 151 and Higher

Film

FILM 200	Understanding Film
FILM 202	From Literature to Film
FILM 220	Italian Film

Graphic Design

COCG 165	Graphics Portfolio
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Health and Human Performance

HEHP 225	Contemporary Health
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History

HIST 171	Western Civilization I
HIST 172	Western Civilization II
HIST 173	United States History I
HIST 174	United States History II

Honors

All 200 Honors Courses

Humanities

HUMN 200	The Faces of Modernism
HUMN 297	Special Topics in the Humanities

Mathematics

MATH 151	A Survey of Mathematics
MATH 156	Introduction to Statistics

Music

MUSC 190	Introduction to Music Appreciation
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Nursing

NURS 275	Contemporary Nursing
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Philosophy

PHIL 190	Intro to Critical Thinking
PHIL 191	Intro to Philosophy
PHIL 192	Contemporary Ethical Issues
PHIL 193	World Religions
PHIL 198	Intro Business Ethics
PHIL 290	Biomedical Ethics
PHIL 293	Religious Experiences

Photography

COPH 217	Photojournalism and Picture Editing
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Political Science

POLI 161	American Federal Government
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Psychology

PSYC 172	General Psychology
PSYC 173	Child Psychology

Science

- PHYS 281      Physics I
- PHYS 282      Physics II
- PHYS 283      Physics III

Sociology

- SOCI 181      Introduction to Sociology

Theater

- THTR 195      Introduction to Theater
- THTR 196      Contemporary Theater

Assessment Guidelines Overseen by Deans

- A. All written assignments in writing intensive courses should share two common elements: They should be in an essay format and they should involve some type of critical thinking component (analysis, classification, comparison/contrast, argument, et. al).
- B. All written assignments in writing intensive courses should be kept in student folders – paper or electronic – for easy retrieval and review. Faculty members may require students to maintain their own folders.
- C. All administrators in the academic schools should devise a plan for the review of student writing folders in all writing intensive courses. This plan need not be exhaustive in that it can be a type of spot-checking, but it should take place by mid-semester, each semester. Any student folders that do not reflect appropriate writing assignments should trigger a conference with the responsible faculty member in order to develop an improvement plan for writing intensive assignments.
- D. Faculty members teaching writing intensive courses should decide the impact of the graded writing assignments on the final course grade and convey this impact in the Professor's Syllabus.
- E. It should be made clear to faculty when receiving their teaching assignments for the following semester which of their courses are designated as writing intensive and what this designation entails.

Suggested Grading Guidelines for Writing Assignments

Letter Grade	Description
<p><b>A. Outstanding</b></p> <ul style="list-style-type: none"> <li>- Clarity</li> <li>- Organization</li> <li>- Thesis</li> <li>- Detailed, Relevant and Unified Content</li> <li>- Thoughtful, Original</li> <li>- Concrete, Precise</li> <li>- No significant errors*</li> </ul>	<p>An <b>outstanding essay</b> that is exceptionally clear and well organized. The essay shows an understanding of purpose and fully explores and develops a thesis which is clearly discernable. Major support ideas are thoughtful, readily identifiable and well developed in unified paragraphs with concrete, substantial and relevant information. The essay shows a comfortable command of the language, makes precise word choices, and shows few—if any errors in usage or mechanics.</p>

<p><b>B. Competent</b></p> <ul style="list-style-type: none"> <li>- Clarity</li> <li>- Organization</li> <li>- Thesis</li> <li>- Supports</li> <li>- Unity</li> <li>- Few errors</li> </ul>	<p>A <b>competent essay</b> with a clear pattern of organization set up by a clear thesis statement. Supporting ideas are relevant and developed in unified paragraphs with substantial information. Word choices are precise, and though there are some errors in usage or mechanics, few are significant.*</p>
<p><b>C. Adequate</b></p> <ul style="list-style-type: none"> <li>- Organization</li> <li>- Development</li> <li>- Unity</li> <li>- Standard Diction</li> <li>- Minor Errors</li> <li>- A few Significant errors*</li> </ul>	<p>An <b>adequate essay</b> with an evident organizational pattern and some development of ideas in unified paragraphs. The essay uses standard diction and appropriate word choices, but there may be a pattern of minor errors accompanied by a few significant errors in usage or mechanics. The latter do not impact in a major way on the essay's effectiveness.</p>
<p><b>D. Weak</b></p> <ul style="list-style-type: none"> <li>- Flawed Structure</li> <li>- Superficial Content</li> <li>- Limited Vocabulary</li> <li>- Significant Errors</li> </ul>	<p>A <b>weak essay</b>. While organization is attempted, there are flaws in the essay's structure and a superficial development of ideas. The essay shows a limited command of the language with repeated significant errors in word choice, usage, or mechanics.</p>
<p><b>F. Failing</b></p> <ul style="list-style-type: none"> <li>- Lacks Clarity</li> <li>- Flawed Organization and Development</li> <li>- Very Limited Content</li> <li>- Poor Grammar and Usage</li> </ul>	<p>A <b>seriously failing essay</b> that lacks clarity and shows serious problems with organization and development. There is little information and a poor understanding of word choice. Many significant errors in grammar and usage are present. Essential coherence is lacking.</p>

\* Significant errors include sentence structure errors, incoherent sentences, lack of subject-verb agreement, errors in very tense, incorrect word forms, gross idiomatic vagaries, and gross misspellings.

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