

## **POLICY**

Ocean County College believes that all students in all courses should engage in writing activities designed to enhance learning in the disciplines (writing to learn). From time to time the academic deans may request that faculty give evidence of the writing activities that they use in their courses to promote learning.

In addition, certain courses will be identified by the College as Writing Intensive (WIC) Courses in which students will generate at least 1200 words of graded student writing per semester in formats appropriate to the discipline. Deans will review, annually with WIC faculty, sample student writings from these courses and discuss improvements, if needed. Faculty evaluations of submitted student writing assignments should be primarily content-based, but faculty should reject papers not written in standard written English with appropriate documentation.

Courses identified as "Writing Intensive" will be reviewed from time to time by the Vice President of Academic Affairs and adjusted as needed.

Adopted: August 27, 2007  
Revised: January 24, 2011

Effective Spring 2008

**PROCEDURE**

The attached hereby implements the policy to which it refers:

Appendix A: Writing Intensive Courses and Assessment Guidelines

**Anthropology**

ANTH 134 Cultural Anthropology

**Art**

ARTS 181 Art History I  
ARTS 182 Art History II  
ARTS 205 Art History III  
ARTS 206 American Art

**Biology**

BIOL 119 Science and the Human Body

**Business**

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

**Chemistry**

CHEM 180 Introductory Chemistry

**Communications**

COMM 151 Media Writing I  
COMM 152 Media Writing II  
COMM 172 Communication Law  
COMM 202 Intercultural Communication  
COMM 272 Public Relations and Publicity  
COMM 281 Mass Communications

**Computer Science**

CSIT 115 Introduction to Computer Game Development

**English**

ENGL 142 History and Grammar of English  
All Courses ENGL 211 and Higher except  
ENGL 259 Advanced Creative Writing  
ENGL 280 American Poets: Voices and Visions

**Environmental Science**

ENVI 152 Environmental Science

Film

FILM 200	Understanding Film
FILM 202	From Literature to Film

Health and Human Performance

HEHP 226	Women's Health
HEHP 227	Introduction to Public Health

History

HIST 171	Western Civilization I
HIST 172	Western Civilization II
HIST 173	United States History I
HIST 174	United States History II
HIST 175	New Jersey History
HIST 179	America in the 60's

Humanities

HUMN 200	Humanities I: Modernism
HUMN 201	Humanities II: Postmodernism
HUMN 297	Special Topics in the Humanities

Mathematics

MATH 151	A Survey of Mathematics
MATH 156	Introduction to Statistics
MATH 240	Business Calculus

Music

MUSC 190	Introduction to Music Appreciation
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Nursing

NURS 175	Nursing I
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Philosophy

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

Political Science

POLI 161	American Federal Government
POLI 263	International relations
POLI 265	Comparative Politics and Government

Psychology

PSYC 173	Child Psychology
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Sociology

SOCI 230	Women in Society
SOCI 231	Social Problems
SOCI 238	Race and Ethnicity

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
<b>A. Outstanding</b> - Clarity - Organization - Thesis - Detailed, Relevant and Unified Content - Thoughtful, Original - Concrete, Precise - No significant errors*	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.
<b>B. Competent</b> - Clarity - Organization - Thesis - Supports - Unity - Few errors	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.*
<b>C. Adequate</b> - Organization - Development - Unity - Standard Diction - Minor Errors - A few Significant	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><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 verb tense, incorrect word forms, gross idiomatic vagaries, and gross misspellings.

Revised: 8/28/09  
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