<div align="center">**WRITING ACROSS THE CURRICULUM POLICY** (revised rubrics 2/22/2017)</div>

This policy was developed because EMU faculty want students to learn to be good writers and because faculty believe that student writing needs to be improved. The policy describes the expectations of faculty, students and administrators in implementing course requirements for writing assignments.

Assumptions
Implementation of the policy requires that we agree on the assumptions underlying the policy. Here are our assumptions:
1. Good writing promotes success within and beyond the university experience.
2. Writing is a way of learning because writing teaches students to observe carefully, think critically and clearly, and express themselves effectively.
3. Writing in a variety of forms is essential, with particular forms varying by discipline.
4. Learning to write well requires practice over time.
5. Writing is improved when expectations are clearly communicated, for instance when the assignment is consistent with the cognitive level expected and when the criteria for judging quality are identified.
6. Writing improvement is dependent on feedback.
7. All faculty use an appropriate writing standard/grid to assess student writing.
8. All faculty share the teaching of writing.
9. Students value writing when it is assigned frequently by all faculty and when it is clear that faculty value writing, for instance when student work is read carefully; helpful, timely feedback is provided; and writing quality is considered in grading.
10. EMU faculty members are willing to improve their teaching skills in the area of writing.

Standards
In order to evaluate writing we need to agree on the standards that signify excellence in written work. These standards can be organized into five categories that should be considered in evaluating a piece of written work. (See attached standards.) The five categories include: 1) content-the quality of the information/ideas and sources/details used to support them; 2) structure-the ordering or sequencing of the content; 3) style-attention to audience including word choice, sentence variety, and voice; 4) conventions adherence to grammar rules including usage and mechanics; and 5) source integrity-appropriate acknowledgement of sources used. While the weight given to each category may vary with different assignments, the evaluator should pay attention to each category for all graded written assignments.

All faculty are expected to use the writing standards in grading writing assignments. For selected assignments, e.g. a pass/fail journaling assignment, use of the standards may not be appropriate but this is generally not the case. Faculty may amplify or augment the standards for a particular assignment or course but they may not delete or decrease expectations spelled out in the standards.

The writing standards are presented in two different forms (grid and narrative) so that faculty can use whichever form they prefer since the content is identical.

Expectations regarding the level of performance differ between the undergraduate and graduate programs as shown on the attached writing standard grids and narratives.

Implementation

Major/Program Expectations - All courses, with few exceptions, should include writing assignments in forms appropriate to the course.

Undergraduate General Education Expectations

1. Students are required to complete the writing course required by the EMU CORE.
2. In addition, students are required to take writing intensive courses, as stated in the current catalog, in the major or from an area of study at the discretion of the department. Students will write in the genres required by the major. Enrollment in these courses is limited to 20 students. Writing intensive courses are to meet the following minimal criteria:
   a. Build on the first-year information literacy component with assistance from the librarians
   b. Contain a writing assignment that is
      i. written at the highest cognitive levels (i.e. analysis, synthesis, and evaluation).
      ii. submitted as a series of short papers or a longer project that equals 10-12 pages (for lower level courses) and 12-15 pages (for upper level courses) of formal writing.
      iii. incorporated into the writing process throughout the semester.

Textbook

A writing handbook is required for all students and faculty in relation to writing assignments. The Provost's office will make the selected textbook available to all faculty and departments. This handbook will be listed as a required textbook on all writing intensive course syllabi.

Outcomes Assessment

Outcomes is the term used to indicate the expectations we have for students when they graduate from the university and the evaluation of the writing program as a whole.

Undergraduate – The goal is that
• 60% of graduates will achieve the outcomes listed below
• Graduates will write in appropriate discipline-specific genres (e.g. business report)
• Graduates will demonstrate competence in documentation style appropriate to the major

Assessment of undergraduate writing will be done by taking a random sampling of a written assignment in the appropriate courses during the freshman and senior years. Writing in varied discipline-specific genres and ability to use a particular documentation style will be evaluated by faculty in the majors and programs.

Graduate – The goal is that
• 80% of graduates will achieve the outcomes listed below

• Graduates will produce papers that are appropriately researched and written for the discipline or field

Assessment of graduate writing will be carried out by evaluating a random sample of papers in each graduate program.

Outcomes:
• Writing has clarity of purpose, depth of content, insight or originality of thought, and quality and breadth of resources.
• Writing is structurally coherent and logically developed, using effective transitions.
• Writing style is concise, eloquent and rhetorically effective with nicely varied sentence structure. The writing throughout the paper engages the reader and is enjoyable to read.
• Writing includes well-constructed sentences, makes virtually no errors in grammar and spelling, and uses accurate words.
• Writing includes sources for all quotations and credible paraphrases, cited correctly with virtually no errors. The paper includes a reference page, with virtually no errors, that conforms to the documentation style required for the course.

Writing Standards – Undergraduate Level *(revised 2/22/2017)*

Criteria	A *excellent*	B *good*	C *emerging skills*	D to F *below expectations; may be unacceptable*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content • applies minimal insight and original thinking • somewhat follows guidelines for content	• lacks clarity of purpose • lacks depth of content • lacks insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas and sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	• lacks coherence and logically developed paragraphs • lacks transitions between ideas and sections • lacks construction of appropriate introduction and conclusion	
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied, and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses little correct, varied, and concise sentence structure • is minimally engaging to read • somewhat writes appropriately for audience and purpose	• is not concise, eloquent, or rhetorically effective • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to the assignment)*	• uses academic and other reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and other reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• uses a few academic or unreliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	• lacks academic and other reliable sources • chooses sources that are not varied, mostly from one type of source • chooses many resources with inappropriate dates • uses disconnected references and quotations and does not support ideas	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides sources for all quotations without correctly citing them • sometimes cites paraphrases correctly and credibly • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • incorporates little feedback given in previous written assignments	• lacks sources for all quotations • lacks correctly and credibly cited paraphrases • shows little to no evidence of source usage • includes no reference page or an extremely weak one • entirely lacks correct documentation style • lacks correct formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors in SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes some inaccurate word choice	• lacks appropriate SEE conventions • makes many inaccurate word choices	

	Grade
The weighting of each of the five areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when a person presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).	**Grade**

Writing Standards –Graduate Level *(revised 2/22/2017)*

Criteria	A *excellent*	B *adequate expectations*	C *below expectations*	Comments
Content *(quality of the information, ideas and supporting details)*	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure *(logical order or sequence of the writing)*	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	
Rhetoric and Style *(appropriate attention to audience)*	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy *(locating, evaluating, and using effectively the needed information as appropriate to assignment)*	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity *(appropriate acknowledgment of sources used in research)*	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions *(adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)*	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				