

APPENDIX 3 – AcAB 11/19/13

Policy on Writing Instruction at Hope College, adopted by AcAB on April 28, 2013

An important goal of a Hope College education is to ensure that all graduates be able to write effectively in many contexts, including their major discipline. To this end, writing instruction shall take place both in the General Education curriculum and in each major.

Improvement of writing will be an explicit focus within the General Education program in English 113, Cultural Heritage I & II, Natural Science II, Foreign Language II, and Religion 200

As the crucial and foundational writing course at Hope College, English 113 should have an enrollment cap of no more than 20 students. As the designated post-English 113 courses that include writing instruction, Cultural Heritage I & II, which will have enrollment caps of no more than 25 students, will meet the following criteria:

- The course will involve writing multiple drafts.
- The course instructor will explicitly discuss the features of strong writing, and provide feedback on the quality of student writing.
- Each course will involve a designated minimum amount of writing to be determined by appropriate academic divisions in consultation with departments.
- Papers in final form will be graded on not only content but also quality of writing.

Courses in Natural Science II, Foreign Language II, and Religion 200 will be designated as writing intensive courses, which are characterized by the following:

- Explicit expectations for effective writing.
- Regular feedback that addresses the quality of student writing.
- Grading that in part reflects explicit assessment of the quality of student writing

All majors will include instruction in effective writing in their respective discipline. Each Department will determine how this requirement is met in accordance with the following guidelines:

- Writing instruction must take place in one or more designated courses.
- The same criteria for General Education courses will be used except where effective discipline-specific writing necessitates a different approach.
- Each Department will determine the minimum amount of writing for writing courses.
- There will be annual assessment of whether students are achieving each major's stated writing outcomes.

The Department Chair will submit the Department's writing requirement for the major to the respective divisional Dean by January 25, 2014.

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MEMORANDUM

Date: November 19, 2013

To: Department Chairs

From: Will Polik, Chair, Academic Affairs Board
Courtney Werner, Director of College Writing

Subject: Policy on Writing Instruction at Hope College, adopted by AcAB on April 28, 2013,
and Departmental Writing Reports

This memorandum serves to clarify the Academic Affairs Board's expectations from departments regarding the recently adopted Policy on Writing Instruction at Hope College. After consultation with the Associate Dean for Teaching and Learning and the Assessment Committee, we believe that the most effective and efficient way for the College to begin implementation of this policy is for departments to submit reports in two phases.

- ! **Departmental Writing Report: Phase 1 is due by January 25, 2014.** This report asks simply for departments to identify those courses that already include significant writing components. Please see the attached report template. We do not anticipate that this report will take very much time to complete.

- ! **Departmental Writing Report: Phase 2 is due by April 15, 2014.** This report asks for more detailed explanations of the ways in which the department does—or, in some cases, will—implement writing into the major(s). Please see the attached report template. This report will likely require some work and, possibly, delegation of some components.

Our recommendation is that you use these two reports as bookends for a conversation about how your department can best implement the Policy on Writing Instruction at Hope College.

Both of these reports should be submitted to the Director of College Writing, who will provide a Summary Report to the Academic Affairs Board.

Departmental Writing Report Motion

The Academic Affairs Board requests that each Department Chair submit two Writing Reports on behalf of the department as follows:

1. Departmental Writing Report: Phase 1 (see attached) by January 25, 2014.
2. Departmental Writing Report: Phase 2 (see attached) by April 15, 2014.
3. All Writing Reports shall be submitted to the Director of College Writing, Courtney Werner (x7122, writing@hope.edu).

The Academic Affairs Board requests that the Director of College Writing submit a Summary Report based upon a review of the Departmental Writing Reports as follows:

1. A Summary Report of Phase 1 by March 15, 2014.
2. A Summary Report of Phase 2 by September 15, 2014.
3. Both Summary Reports shall be submitted to the Academic Affairs Board.

The Academic Affairs Board delegates to the Director of College Writing the task of communicating the Departmental Writing Report process as revised and leaves to the Director's discretion the medium and formatting (e.g., paper, GoogleDoc, tables, etc.) by which the reports and their templates are distributed and submitted.

This policy supersedes the final paragraph of the Policy on Writing Instruction at Hope College, adopted by AcAB on April 28, 2013, which states: "The Department Chair will submit the Department's writing requirement for the major to the respective divisional Dean by January 25, 2014."

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Our recommendation is that you use these two reports as bookends for a conversation about how your department can best implement the Policy on Writing Instruction at Hope College.

Both of these reports should be submitted to the Director of College Writing, who will provide a Summary Report to the Academic Affairs Board.

Departmental Report on Writing: Phase 1

Please submit your department's answers to the following questions to the Director of College Writing, Courtney Werner (x7122, writing@hope.edu), by January 25, 2014.

Department:

Chair:

Definitions

Column A: Existing Writing Instruction Courses

The Policy on Writing Instruction at Hope College, adopted by AcAB on April 28, 2013, defines "writing instruction" courses as those that meet the following criteria:

- ! The course will involve writing multiple drafts.
- ! The course instructor will explicitly discuss the features of strong writing, and provide feedback on the quality of student writing.
- ! Each course will involve a designated minimum amount of writing to be determined by appropriate academic divisions in consultation with departments.
- ! Papers in final form will be graded on not only content but also quality of writing.

Furthermore, the policy states that each Department will determine how this requirement is met in accordance with the following guidelines:

- ! The same criteria for General Education courses will be used except where effective discipline-specific writing necessitates a different approach.
- ! Each Department will determine the minimum amount of writing for writing courses.

Column B: Existing Writing Intensive Courses

The Policy on Writing Instruction at Hope College, adopted by AcAB on April 28, 2013, defines "writing intensive" courses as those that meet the following criteria:

- ! Explicit expectations for effective writing.
- ! Regular feedback that addresses the quality of student writing.
- ! Grading that in part reflects explicit assessment of the quality of student writing

Furthermore, the policy states that each Department will determine how this requirement is met in accordance with the following guidelines:

- ! The same criteria for General Education courses will be used except where effective discipline-specific writing necessitates a different approach.
- ! Each Department will determine the minimum amount of writing for writing courses.

Column C: Existing Other Writing Courses

Your department may have existing courses that include significant amounts of writing but do not currently meet the criteria for "writing instruction" or "writing intensive" courses.

Existing Writing Courses in Your Department

- Enter existing courses (e.g., HIST 175: Michigan History) in the appropriate column.
- Indicate whether or not each course is required of the major and/or minor.

Column A Existing Writing Instruction Courses	Column B Existing Writing Intensive Courses	Column C Existing Other Writing Courses

Departmental Report on Writing: Phase 2

Please submit your department's answers to the following questions to the Director of College Writing, Courtney Werner (x7122, writing@hope.edu) by April 15, 2014.

Department:

Chair:

Section 1: Writing Instruction Courses

In what course(s) will writing instruction take place?

What are the enrollment caps for these courses?

What is the rationale for placing writing instruction in these courses?

If the course(s) will need to be redesigned (including having an enrollment cap of no more than 25), what is the expected procedure for doing so and what resources (both internal and external to the department) will be needed to accomplish this?

Section 2: Writing Instruction Criteria

Please note below how these courses will implement the following criteria:

- *The course will involve writing multiple drafts.* How many drafts? Which assignments?
- *The course instructor will explicitly discuss the features of strong writing, and provide feedback on the quality of student writing.* When and how will the instructor discuss features of disciplinary-specific writing? In what way and how often will the instructor provide feedback to students?
- *Each course will involve a designated minimum amount of writing to be determined by appropriate academic divisions in consultation with departments.* What will be the minimum amount of writing in these courses?
- *Papers in final form will be graded on not only content but also quality of writing.* What are the discipline-specific criteria instructors will use for grading the quality of student writing?

Section 3: Writing Intensive Courses

What course(s) will be designated as writing intensive?

What are the enrollment caps for these courses?

What is the minimum amount of writing that will take place in writing intensive courses? How does this compare to non-writing intensive courses in the major?

What is the rationale for designating these courses as writing intensive?

If the course(s) will need to be redesigned (including having an enrollment cap of no more than 25), what is the expected procedure for doing so and what resources (both internal and external to the department) will be needed to accomplish this?

Section 4: Writing Intensive Criteria

Please note below how these courses will implement the following criteria:

- *Explicit expectations for effective writing.* What are the expectations for effective writing? How will these be communicated to students?
- *Regular feedback that addresses the quality of student writing.* In what way and how often will the instructor provide feedback to students?
- *Grading that in part reflects explicit assessment of the quality of student writing.* What are the discipline-specific criteria instructors will use for grading the quality of student writing?

Section 5: Assessment Plan

What are the department's goals in regards to writing for students who graduate with a major from your department?

What materials will you use to assess student writing? For example, departments often use materials such as writing portfolios, capstone papers, exit essays, exit surveys re: writing, and faculty summaries of writing projects and perceived outcomes.

Who will collect the information (materials to be assessed) and how/when?

Who is going to organize and lead the assessment of the materials?

Apart from creating and possibly helping to collect the materials to be assessed, what role will students play in the assessment process?

What is the plan for closing the assessment loop? That is, how will the results of assessment lead to changes, if necessary, in the writing instruction and writing intensive courses?

What resources (both internal and external to the department) will be needed to accomplish the objectives of this assessment plan?

What potential hurdles will the department face when implementing this assessment plan?