

Creighton College of Arts & Sciences
Expanded Guidelines for Certified Writing Courses
Revised Version 1995

The Core Development Committee (CDC) refers all faculty members proposing Certified Writing Courses to pp. 30-31 of the undergraduate *Core Curriculum Review and Revision and Implementation*.

This document is intended to provide guidelines for specific elements of a Certified Writing Course proposal. While each proposal will be considered on its own merits, a proposal for Writing Certification for a Course should ideally contain:

- **A full syllabus** (including a policy statement and a schedule of tasks for each week or class day)
- **A description of the writing assignments involved**, preferably a separate description for each assignment. Some classes may require several similar writings, and a clear general description of such would be acceptable.
- **The length of each writing assignment, and the total amount of writing for the course**

How each writing assignment will employ the draft/rewriting process Please refer to p.30 of the 9/93 edition of the Core Curriculum for suggestions. The Core Curriculum states that at least one assignment should go through the draft/rewriting process.

- **Grade points, grading system, or percentage of course grade for each assignment, and criteria for papers** (e.g., a description of what each writing should accomplish, as well as characteristics of an A paper, a C paper, etc.)

As a general rule:

- Essay exams should not comprise the majority of pages of the writing requirement.
- The ideal commentary by an instructor on a student's writing will be narrative (either oral, written, or both), will cover more than simply technical issues (e.g., grammar, punctuation) and will guide the student to a better rewriting of her/his paper and understanding of the assignment.
- Sending students to the Writing Center, while an important decision on the part of the student and the instructor, must not take the place of the instructor's narrative commentary on style, structure, appropriateness of the student's writing to the assignment and to the requirements of the field.
- What constitutes a *draft* may vary from class to class, but it is generally understood to mean prose writing or its reasonable equivalent. Thus, for example, multiple pages of notes, or of outline, or of free writing or brainstorming, etc., may count as a page of draft.
- It is important to note also that a written assignment is not always a matter of one draft, commentary, and one final version, but can include such preliminary materials as noted above, as well as others, and can include more than one draft before the final version is turned in.

Questions regarding Certified Writing Courses or their requirements should be directed to the Curriculum Committee.