

WRITING INTENSIVE EMBEDDED EXPERIENCES

Criteria: (1) Writing assignments should be integrated throughout the semester and used to enhance the learning of course content; (2) Written assignments should constitute a significant portion of the course grade, counting for a minimum of 35% of total course evaluation in a three credit-hour course, or its equivalent; (3) Instruction should include brief lessons on writing in the particular discipline; (4) Each course should have at least one sustained or long-term writing project, e.g., a research paper, an argument, a detailed lab results report; (5) The sustained project should synthesize some of the major objectives of the course; (6) At least one assignment must involve instructor feedback on student drafts and opportunities for revision; and (7) Each college/department should determine broad parameters for what constitutes acceptable writing in the discipline(s).

Criteria	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations
Statement of the thesis (or main goal)	The written artifact makes a central claim that is substantive, articulately stated, and thought provoking.	The written artifact makes a central claim, but it could be more substantive, articulately stated, and/or may be somewhat self-evident.	Needs work: The written artifact makes no central claim, or one that is irrelevant, unclear, or self-evident.
Paragraph development	Paragraphs are consistently well structured and developed. Paragraphs are organized around a clearly stated, well-positioned central argument, which is thoroughly and convincingly supported. The evidence and/or supporting materials are fully explicated and analyzed; appropriate primary and secondary sources are used (as applicable). The sentences are coherent (they are clearly linked) and unified (they stay on topic).	Paragraphs are well structured but exhibit lapses in development. Paragraphs include all the essential elements—argument, evidence, explication, and analysis—but, often enough, these elements could be developed more fully and/or in a more orderly manner. The sentences may show minor lapses in coherence and unity.	The paragraphs are poorly developed. Paragraphs may lack the essential elements. The sentences often show major lapses in coherence and unity.
Complexity of thought	Complexity of thought and discussion are intricate and original, stretching well beyond what is immediately apparent.	Complexity of thought and discussion are competent, but it does not stretch, or stretches very little, beyond what is immediately apparent.	Little or no complexity of thought. The discussion is oversimplified, unoriginal, and self-evident.
Command of Written English	The artifact is free of errors in grammar, punctuation, and mechanics. The writer's voice is engaging and the prose fluent.	The artifact exhibits minor, occasional errors in grammar, punctuation, and style. The writer's voice is appropriate and the prose competent.	The artifact exhibits major, persistent errors in grammar, punctuation, and style. The writer's voice is inappropriate or inconsistent, and the prose substandard.

