

Appendix

FROM: UPEC

RE: Writing Requirements Program Review

Date: April 18, 2012

Writing Program Description

The Writing Program at Seattle Pacific University (SPU) is multi-faceted. The program is responsible for:

1. Providing an evaluation of entry-level student writing through the English Placement Procedure (EPP),
2. Offering students who fall below entry-level writing requirements the ENG 2201: Intermediate College Writing course,
3. Helping students with their writing through peer-centered instruction by way of the writing Center,
4. Advising faculty on the requirements for the eight credits of "W" courses needed for students to graduate.

Analysis and Appraisal

The Writing Program's disparate parts elicited a lively discussion within UPEC. While each piece within the program offers unique ways to improve student writing at SPU, we feel that additional data will strengthen our understanding (and the community as a whole) of the efficacy of the writing program. Therefore, we have grouped our analysis, questions, and requests for data around the EPP/ENG 2201, "W" Courses, The Writing Center, and the writing done in USEM, UCOR, UFDN, Capstone, and lower-division courses.

The EPP and ENG 2201

The adoption of the EPP clearly relieves a burden from English Department faculty, while simultaneously allowing students who need ENG 2201 the advantage of no longer being delayed by two quarters. The ENG 2201 course, however, does not reach all of the students who may benefit from an intermediate college writing course. The selection of the bottom 30-40 percent of EPP scores predicated on number of seats available in ENG 2201 seems to assist only the least capable writers within each first year class (and this fluctuates from year to year by the first year's class size).

While the suggestion of requiring a universal SPU writing course would seem reasonable,

- What data suggests that SPU students would benefit from a required writing class like ENG 2201?
- How are the goals/ objectives of ENG 2201 implemented and what is the accountability process to ensure such implementation occurs (and if ENG 2201 was implemented as a universal requirement, what impact would that have on the campus-wide writing program (or would it eliminate the need for a campus-wide writing program)?

"W" Courses

The DCW states that the discipline specific "W" courses function as a second-tier system of writing. As one of the most visible aspects of the Writing Program incorporated through the major, the eight credits of "W" courses students are required to take should significantly impact how they write.

- What should be the goals and objectives for a "W" course?
- If these goals and objectives are discipline-based, what guidance would/could be given to faculty teaching these courses?
- Alternatively, should the faculty create a document for the DCW to illustrate what successful discipline-based writing should entail, or should the requirements of a "W" course be standardized across schools/departments?

- What review has been done of the understanding and efficacy of “W” courses?
- Could syllabi be collected to ascertain the amount of writing (and the process of writing) done in the courses?
- How does the DCW assess the discipline-specific nature of the “W” courses for majors?

The Writing Center

Providing peer feedback is an innovative and cost effective way to improve student writing. If the general perception of the Writing Center is indeed of a remedial writing center that stigmatizes the students who use it, how do we rectify that perception?

- What data (from students and/or faculty) illustrate that using the Writing Center is stigmatizing?
- Is the Writing Center serving as a help for remedial writing, i.e., what do we know about who and how many students are using the Center in a given week/month/quarter/academic year?
- Can the Writing Center be incorporated into general education classes in some way to “get the word out” about it, making students more comfortable with the idea of using it?
- Should other changes to the Center (changing hours, location, staffing) be implemented to attract more student use?

USEM, UCOR, UFDN, Capstone, and Lower-division Courses

Despite some of the obstacles to providing students with a comprehensive writing program, it is promising to see that data from the College Learning Assessment (CLA) show that SPU first year and senior students show an improvement in analytic writing tasks. It is also encouraging to see that data from the National Survey of Student Engagement (NSSE) indicates that SPU contributes to students’ improved writing. The DCW, however, states that the writing requirements in USEM, UCOR, and lower-division courses have been jettisoned.

- What evidence is used to measure the amount of attention paid to writing in lower division courses, as well as USEM, UCOR, UFDN, and Capstone courses?
- What data can be used to measure this (e.g., CAS’ 2011 data collection of how many pages are written in all CAS courses for Winter Quarter 2011)?

Writing requirements for USEM, UCOR, UFDN, and Capstones may be the best chances of a cohesive writing program reaching SPU students, short of a universal freshman composition class.

- What faculty development strategies are being taken to assist faculty in developing appropriate writing projects for these courses?
- One way to gauge student writing improvement (or lack thereof) might be to institute a reflective essay or other writing assignment to be required in USEM (freshman year) and Capstone (senior year) for comparative purposes. Could something like this be implemented?

Commendations

We commend the DCW for his work keeping the disparate pieces of the writing program functioning, offering workshops to faculty on how to effectively institute writing into their curricula, and his work on the writing of the program review document. Oftentimes the work of faculty serving in positions such as the DCW seems thankless, with the juggling of student, faculty, and program requirements. We want to thank Tom for his patience as we’ve reviewed the program and his willingness to provide UPEC with additional documentation.

Recommendations

As we move forward with our efforts to improve student writing at SPU, we would like to create a task force to envision how SPU’s current writing program may become a more comprehensive program. The task force will consist of a core of faculty including the DCW, the chair of the English department, and representatives from

the Curriculum and Assessment Committees, as well as representatives or consultants from schools and/or departments as determined by the core faculty. The task force will be constituted in the spring of 2012, to be convened in the 2012-2013 academic year. The task force will be asked to envision and subsequently develop a comprehensive writing program at SPU that includes clearly articulated goals and assessment strategies. A report will be due to the Assessment Committee by May 1, 2013.

Questions to be addressed by the task force should include those recounted in the analysis section of this review (i.e., each set of questions regarding the EPP/ENG 2201, "W" Courses, Writing Center, and USEM, UCOR, UFDN, and lower-division courses at SPU). The task force will create specific strategies to be employed for implementation and assessment of a comprehensive writing program at SPU. Additional questions the task force should deliberate include:

- Should a comprehensive writing program be situated in the English Department or should it be separate from the English Department, with all authority remaining with a Director of Campus Writing?
- What will the accountability structure for the English Department and/or Director of Campus Writing be for regular review of the writing program, as well as for review of the direction/leadership of the program (e.g., should there be a standing committee for writing program accountability with representatives from a variety of schools/ departments)?
- In order to be effective, what funding would be necessary to ensure a comprehensive implementation of programs?
- What partnerships should be pursued to make a strong, comprehensive writing program?

Along with envisioning and developing a comprehensive writing program at SPU, the question of how to promote a culture of writing at SPU is important, as it speaks to the foundational values of a comprehensive writing program. The task force should also discuss strategies for promoting a culture of writing at SPU, for example:

- How do we promote a culture of writing instruction at SPU?
- Is a culture of writing specific to writing for the disciplines?
- Is a culture of writing more generally "good" writing (and can that be defined apart from specific disciplines)?
- How can we fit writing into departments or programs where it might not intuitively fit (i.e. graphic design, music), or should we try to fit writing into these disciplines?

Evaluation of Writing Requirements & Related Areas

submitted to UPEC by
Tom Amorose, Professor of English & Director of Campus Writing
Fall Quarter, 2011

Table of Contents

1.SPU English Proficiency Requirement

Purpose/Objectives of Requirement
English Placement Procedure (EPP)
Reason for Its Implementation in 2009
Efficacy of Procedure
ENG 2201
Goals/Objectives
Training of Instructors
"Quality Control"
Section Numbers Relative to Need

2."W" Requirement

Purpose/Objectives for Requirement
Quality of Writing Instruction
Assessment of Success Levels
Number of "W" Courses in Each Discipline

3. Writing Support for Students: Writing Center/Center for Learning

Goals & Expectations
WC Usage Statistics
Staff Training

4.Director of Campus Writing

Roles and Responsibilities
Evaluation Process

5.General Data on Student Improvement in Writing

6.ESL Students at SPU

7.Additional Anecdotal Findings

8.Conclusion & Recommendations

Appendix

1.SPU English Proficiency Requirement

Purpose/Objectives. An entry-level requirement to determine if entering students (traditional freshmen and transfer students without a previous college-composition course) are “college-ready” for the writing tasks they will encounter at SPU. The objective is to separate those who absolutely need more work to get ready for college writing from those who can “get by,” learning these skills on their own, and from those who already possess ample skill.

Assumes a scarcity model for writing instruction: funding has not been available historically to support a universal entering-student composition requirement. “Triage” is therefore the basis for the requirement.

English Placement Procedure (EPP). For freshmen: each September, the Director of Campus Writing (DCW) in coordination with Student Academic Services (SAS) run calculations based on incoming students’ high-school and college-admission grades/scores to predict students’ college-level writing skills. A score from 2 to 6, with decimal gradations, is assigned to each student based on this calculation. Freshmen are then ranked from lowest to highest. The DCW determines where the cutoff will fall between students required to take ENG 2201 and those exempt from the course. The number adjusts according to the number of seats available in ENG 2201 for the coming academic year—typically around 240, or 30%-40% of the freshman class depending on number of enrollees in any given year.

Reason for EPP Implementation in 2009. The EPP replaced the English Placement Test because the EPT a) seemed too little information (a single “snapshot”) about student writing skills to make a fair assessment; b) delayed by two quarters freshmen’s opportunity to take a writing course, if required to do so; c) placed an unfair burden on English Department members, who read the EPT’s, without remuneration, in a single, exhausting day at the end of fall quarter.

Efficacy of Procedure. Statistical analysis has shown the EPP to be as reliable a predictor of college readiness in writing as the EPT was. Fewer students contest their scores because of the timing of communicating scores and method for arriving at them. The greatest benefit has been getting students into needed writing coursework earlier in their college careers.

ENG 2201. Intermediate College Writing is a three-credit writing course that improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. It is the traditional “fyc” (first-year composition) course, placed on the sophomore level only so that students required to take it don’t lose credit for any previous college-level writing coursework they may have

What is technically a graduation requirement is, de facto, an entry-level requirement geared to getting the weakest students ready for college writing tasks.

taken in a high-school Running Start program or at a community college before transferring to SPU.

Goals/Objectives. Goals include providing students with college-writing readiness and review of typical writing errors of college students. The argumentative essay is the dominant college-writing genre taught. Objectives include getting students to understand writing as a series of tasks in a recursive process and to develop flexible strategies for generating, revising, and editing their own and others' texts; and to develop knowledge of conventions ranging from structure and paragraphing to tone and mechanics, all related to college-level writing.

Training of Instructors. All instructors hired have undergone a graduate-level course in writing pedagogy in a graduate English program or similar course in an undergraduate education program. All instructors receive a copy of an instructor's guide to English 2201, which lists the history, goals, objectives of the course, a profile of students taking the course, and a list of further resources. Adjunct instructors also meet with the Director of Campus Writing upon hire to guarantee consistency of course methodology and goals. Over the course of an academic year, instructors of the course meet together, along with the Director of Campus Writing, for a check-in and best-practices session or sessions.

"Quality Control." The training listed above goes a long way to guaranteeing consistency in quality across sections of this course. In addition, each instructor's course evaluations are reviewed by the chair of the English Department at the end of each quarter, and, in the case of adjunct instructors, re-hiring is based on these evaluations. As with any course taught primarily by adjuncts, investment in the individual students and tie-in with the mission of the university is always an issue.

Section Numbers Relative to Need. All entering SPU freshmen would benefit from taking ENG 2201. Some may pick up its lessons in other coursework; most won't. Over the last fifteen years, it's become evident the university needs or chooses to place its resources elsewhere than into a universal freshman writing requirement. As mentioned above, the only rational response in this fiscal environment is triage: offer the limited number of funded ENG 2201 sections to the most needy. .

ENG 2201 is really triage, providing a scarce resource, writing instruction, to the least capable writers within the freshman class.

2. "W" Requirement

Purposes/Objectives for Requirement. Discipline-specific, writing-intensive courses at the 3000- and 4000-level that offer a substantial component of writing designed to reinforce students' earlier college work in writing—a second-tier writing requirement. At the same time, they provide instruction in the type of writing (insider expert prose) appropriate to a particular discipline, ideally the student's major. Most important of

all, the courses strive to demonstrate to students how to “think disciplinarily” using typical disciplinary writing tasks to do so. Eight credits of “W” are required of students entering SPU as freshmen, five as sophomores, and three as upper-classmen.

Quality of Writing Instruction. Results from a Fall, 2009 survey of “W”-course instructors showed that 89% of instructors feel “prepared and competent” to teach writing in their “W” course. Forty-two percent of them volunteered to teach the “W” course. And the three most common writing assignments in “W” courses are the research paper (appearing in 60% of courses), the essay (49%), and the reflection (42%). These results indicate a reasonably healthy willingness to teach “W” courses, high levels of self-confidence in teaching disciplinary-specific writing, and sound coverage of three writing tasks considered mainstream and broadly applicable to college writing in general.

“W” instructors feel they’re doing a competent job teaching disciplinary writing in their “W” courses.

Most encouraging of all, over 95% of instructors allow or require that students revise their writing, one of the most powerful strategies for improving student’s writing processes.

At the same time, survey respondents, when asked what prevents them from teaching writing more or better, complain that they lack the time to teach both content and writing in their “W” courses. This result indicates some confusion on their part about the intent of the “W” requirement, which is both to teach writing using content and to teach content using writing. The separation of the two in instructors’ minds may suggest instructors see the writing component as an overlay to the course. If students note this separation, instructors are doing them a disservice by reducing writing, in their minds, to a mere requirement, or only the “getting of thoughts down on paper.” Both prevent the course from encouraging the use of writing as a powerful tool for learning course content, and thus compromise the last of the requirement’s objectives stated above.

On a perhaps even less encouraging note, only 39% of “W” instructors felt students enter their “W” courses prepared to do the writing they’ll find assigned there. Nearly one-quarter of instructors had no feelings either way on this topic. Viewing these two findings together (and trying to stay positive), one can say that “W” courses are critical locales for writing instruction at SPU, moving students forward significantly, at least in the eyes of their instructors. Fuller survey results can be found in the Appendix.

Number of “W” Courses in Each Discipline. Over the last fifteen years, the Director of Campus Writing has worked hard to increase the number of “W” courses offered and, more importantly, to urge departments to “hard-wire” these courses into their majors—that is, designate as “W” at least eight credits of universally required (core)

courses in every major. This strategy aspires to guarantee that every SPU student, simply by virtue of having completed a major, will have taken the required number of “W” credits to graduate, eliminating the widespread “W”-shopping students had been engaging in since the “W” requirement was installed some years prior to the DCW’s arrival on campus.

Persistence (and patience) have paid off in some ways. The number of “W” courses has increased, though no exact data exist on the number of “W” courses offered prior to 1996. (A full list of “W” courses offered from fall of 2009 through spring of 2012 is included in the appendix.) In CAS, the “W” offerings have notably increased. An analysis of CAS majors indicates that *most* departments have in fact hard-wired at least three credits’ worth of “W” courses into their majors, *many* a full eight or more credits’ worth so that students needn’t look elsewhere than the major to satisfy their “W” requirement. And *all* CAS departments have “W” courses that students may take as major electives.

In the schools outside CAS, a different picture emerges. In SBE and SHS, uniformity in “W” experience is guaranteed: SBE requires that all students complete the core courses BUS 3541 and BUS 4690, both “W” courses worth 10 credits total, and SHS requires that all nursing students complete NUR 3948 and NUR 3954, both “W” course and worth 11 credits total. In contrast, SOE relies for the most part on the students’ major outside its school to provide “W” courses for its students, which sometimes leaves ed students scrambling for “W” credit toward graduation, given the tight scheduling education students must observe.

3. Writing Support for Students: Writing Center/Center for Learning

Goals & Expectations. The Writing Center’s objective is to offer, as a free service to all SPU students, peer feedback on their writing. Its primary goal is to make *writers* better, not single pieces of *writing* better. The focus of the WC is therefore the student writer, using the text she brings with her as the occasion for a discussion that will improve her writing ability. Of course, the *writing* will improve as the writer improves. Another, equally important expectation is that the student tutors also gain from the experience, both in writing improvement through meta-cognition and in compassion through serving others.

The Writing Center is not, on the one hand, an editing or proofreading service, nor, on the other, a professional consultancy staffed by professional researchers or teachers of writing. Instead, it’s a student centered, peer-to-peer space staffed typically by four undergraduate tutors and one masters-candidate ESL tutor who offer responses to student drafts, with suggestions for improvement. Funding is largely through work-study. The atmosphere is deliberately informal and welcoming, and the Center’s connection with the larger Center for Learning, where it is housed, allows for seamless integration with larger university efforts to provide academic support services.

Students wanting to use the Writing Center may call the CfL to arrange an appointment, stop by to sign up for one, or simply drop by to see if a tutor is available. The WC is typically open from 11-5, Monday through Thursday, from Weeks 2 through 10 of each quarter. Students may also make appointments with tutors outside these times depending on tutors' willingness and availability.

Tutors visit classes to give writing advice and are sometimes assigned a student or group of students to work with repeatedly, or on a particular class project, via the Director of Campus Writing.

Writing Center Usage Statistics. The Appendix contains raw usage numbers for the previous three academic years. The WC could expand these numbers if it could overcome three critical obstacles: first, the perception by both faculty and students that the Center is designed for and useful to remedial and ESL students only; second, given this perception, the fear of stigma students feel if they use the Center; and, finally, the writing habits of typical SPU students, which lead them to write papers and reports in one, last-minute session just before a due date, leaving no time for a visit to the Center with a draft for feedback and revision.

The Writing Center faces stigma: it is wrongly perceived as useful only for remedial and ESL students.

Staff Training. Newly selected tutors meet in a preliminary meeting with the Director of Campus Writing, where he explains the above goals and expectations and provides tutors with a tutor's guide and several professional resources (e.g., published guides and online resources). The senior tutor (with three years of experience in the WC) then serves as mentor with the rookie tutor or tutors, meeting periodically with the rookies one-on-one. On-the-job training occurs weekly during the academic year, when the Director of Campus Writing meets with the entire tutoring staff to offer tips on tutoring sessions, to discuss presenting issues and clients, to plan marketing strategies, and to introduce level-appropriate elements of writing research relevant to tutoring. Meetings are also used to nurture the tutors themselves—to discuss their own writing assignments, plans for future careers related to their tutoring, and Christian fellowship around issues of literacy and service. Informal exit interviews are conducted when tutors graduate. The Director of Campus Writing regularly reports, as he can, on former tutors, to give current tutors a sense of continuity in the work of the Writing Center.

4. Director of Campus Writing

Roles and Responsibilities. The appendix contains a summary of the Director's full duties. It's important to emphasize here that the DCW possesses almost no power and little authority, directing neither program nor department nor faculty nor staff. Instead, his stock-in-trade is persuasion and encouragement, promoting writing instruction, and instructional improvement, through offering instructor workshops, consulting with individual instructors, proposing and shaping curriculum and curricular requirements related to student writing, and shamelessly plugging writing instruction at any opportunity, formal or informal.

Given perennial budget restraints and the various new, resource-intensive initiatives undertaken over the last decades at SPU, resources for writing instruction initiatives have proven generally unavailable. In this environment, the DCW's job has evolved into one of looking for and taking advantage of openings to consult as curricular decisions are made on the divisional or even grass-roots level. For example, the DCW consulted when SBE created new entry writing requirements to its majors and a universal writing requirement and scoring rubric for all its courses. Similarly, the DCW consulted when SOE established its own writing requirements and remedial writing program in 2010-11. Through the semi-annual faculty workshops on teaching writing he has offered for over five years, the DCW has promoted not just improved writing instruction but a unified approach to commenting on students' writing, a unified language to use in commenting, and a standard for grading student work. (Over one-hundred faculty members have gone through this workshop.) The DCW anticipates a similar set of roles in the build-out of the new Exploratory Curriculum.

All of these efforts seem less "official" and more impromptu, but they seem to have proven the most effective way to improve the quality of student writing on SPU's campus, given restraints on the growth of formal programs and instruction. When the path is blocked, success lies in the work-around.

Evaluation Process. The DCW is evaluated through the standard annual and post-tenure review process. His role and duties have been further evaluated by the CAS dean, most recently in the summer of 2010.

5. Findings from General Data on Student Improvement in Writing

Relatively scant as they may be, self-reported and performance data related to SPU students' writing achievement does exist, and it seems to offer significant findings, briefly noted here.

Data from the College Learning Assessment (CLA) administered to a sample of SPU freshmen and seniors in 2004 and using an ACT-gauged metric, show an improvement in analytic-writing tasks amounting to 3.6 points (from 26.1 to 29.7 out of a perfect 36) from freshman to senior year.

A Winter, 2011 audit of writing in all SPU undergraduate courses revealed that an average of 22 pages of writing were assigned per course. The range showed values from 0 to an unimaginable 110 pages.

Data from the National Surveys of Student Engagement (NSSE) from 2007 and from 2010 indicate that SPU contributed moderately to students improving their "writing clearly and effectively." On a 1-to-4 scale ranging from "very little" contribution to "very much," freshmen responded with an average of 2.87 (a high "some" contribution), and seniors reported 3.18 (a low "quite a bit" of contribution) in 2007. In 2010, those scores rose modestly to 2.94 for frosh and 3.31 for seniors.

SPU's freshmen NSSE scores are lower than those of freshmen in any of the study's comparison groups (CCC&U institutions, Carnegie peers, and all NSSE-participating schools). However, the senior score is as high or higher than those for seniors in these same comparison groups. Rough conclusion: in students' eyes at least, we do worse helping freshmen learn to write than other institutions do, but we do as well or better than other schools at helping seniors.

According to these same reports, SPU assigns more papers of one to nineteen pages to both freshmen and seniors than do our comparison schools. In assigning longer papers, SPU is roughly comparable to these institutions. Ditto for assigning research papers. Our one significant change in these categories from '07 to '10 is slippage in research projects assigned freshmen—from a low score in the 5-10-page range to a high score in the 1-4-page range. The short shrift given freshmen in the previous data set shows up in this one also, albeit in different form.

The Faculty Survey of Student Engagement (FSSE) from 2007 offers a troubling picture of SPU writing instruction. When asked to what extent faculty participants structure one typical course of theirs to help students learn to write clearly and effectively, 44% to 50% of instructors replied only "some" or even "very little." Lower-division courses fell on the dismally high end of that range; if this survey's sample is representative, half of the instructors faced by freshmen and sophomores care at most "some" whether or not their courses develop students' writing ability—a pedagogical shrug of the shoulders.

Recently received results from the 2010 survey show these percentages staying abysmally low, with one exception--where they have sunk even lower: the number of instructors who structure their lower-division courses "very little" toward promoting students' writing clearly and effectively increased from a disheartening 10% to an alarming 15%.

These same FSSE reports offer even more troubling news. Requiring students to prepare multiple drafts of assigned writing is considered the most powerful strategy for improving their writing. However, when 2007 instructors were asked if they thought this strategy important, over a quarter (26%) said it was flat-out "not important"; the percentage of 2010 respondents saying so rose to an alarming 40%. Only 26% in 2007 and 24% in 2010 said the draft-revise strategy was "very important." Once again, lower-division courses fared

Surveys of students and faculty show that, when it comes to teaching writing, SPU pays more attention to advanced students than it does to freshmen or sophomores.

And freshmen say they know it.

SPU does more poorly by its frosh than comparison schools do.

the worst: a full third of LD instructors felt multiple-drafting was “not important” at all in 2007, rising to a staggering 45% in 2010. Alarming numbers and an alarming trend.

These findings point to some puzzling disparities. On the one hand, seniors succeeded modestly on the CLA and gave modestly decent ratings to their SPU writing education on the NSSE survey. On the other, disappointing numbers related to faculty effort and attitudes toward writing instruction appear everywhere except in “W” courses. Why the disparity? Does the SPU faculty believe that students will develop writing ability simply by writing a typical number of pages during college? That they catch up in writing development when they arrive at the upper division? That they’re getting help elsewhere than in most of their courses—from each other or from a few instructors who do care about their writing? And why would anyone say that drafting and revising is more important with advanced students than with neophytes finding their way in academe? Is “the major” an enemy of general education when it comes to writing?

6.ESL Students at SPU

Undergraduates who are Non-Native Speakers of English (ESL students) are a growing group in raw numbers and as a percentage of the undergrad student body. (See Appendix for figures.) Though a small minority (7% in Fall 2011), NNSE are a source of discomfort and anxiety to instructors, if anecdotal evidence is any indication. SPU has yet to develop any acknowledgment that the admission of these students, whose presence in our midst is extremely valuable on many grounds and mission-worthy to boot, means struggles for faculty and students alike. Nor have we acknowledged what the research on NNSE students tells us: no matter how intensive the instruction, no matter how thorough the intervention, few if any of these students will achieve native fluency in writing by graduation. The question then remains, is SPU willing to accept the cost/benefit ratio of having ESL students in its midst? Ought we, at the very least, acknowledge to ourselves and to students the limitations of what can be done to help this population develop *toward* native writing ability and embrace ESL students’ noble efforts as just that, efforts rather than complete successes? Such acknowledgement would be healthy, realistic, and more grown-up than the complaints heard regularly about these hard-working students.

SPU has never fully confronted the implications of admitting undergraduate ESL students who will not reach native writing skill before graduating.

7.Additional, Anecdotal Findings

Although no data exist to support the following, the Director of Campus Writing has observed over fifteen years these findings:

Various faculty members and academic staff communicate to students that the Writing Proficiency Requirement is largely a hurdle to be overcome.

Many SPU faculty and staff regard ENG 2201 as a remedial course, rather than the typical college-writing course it actually is—akin to the same course on the majority of American college campuses. This attitude is then communicated in various ways to students, contributing to a campus culture hostile to the idea of learning to write well as part of a liberal arts education.

Of the major divisions of the university, CAS lags behind SOE, SHS, and SBE in being intentional about writing instruction. Perhaps CAS need not be as deliberate because writing instruction is endemic to many of its disciplines' coursework, and "W" courses are more numerous.

Much of the work to improve student writing is happening at SPU's grass roots, rather than at the university-wide, policy-oriented level. From faculty workshops to student tutorials to threshold requirement in SOE to program-wide writing requirements in SBE—writing pedagogy and writing assessment are alive and kicking at the local level.

Meaningful work to improve student writing is happening at the grass-roots, not the institutional level, at SPU.

Good intentions outstrip training and skill among many of those SPU faculty members truly desiring to help students improve their writing. The spirit is willing, but the self-reflective practice is weak.

8. Conclusion & Recommendations

Best practices in the assessment of college writing focus not on the demonstration of achievement—by either students or instructors—but on the discovery of what can be done to improve the teaching and acquisition of writing ability. Nor should the assessment of writing assume that composing is merely a skill of transcription—"getting ideas down on paper." Meaningful writing assessment should acknowledge the vast number of variables involved in writing: the complex writing process considered longitudinally; the series of intellectual strategies a writer must discover or invent to address the topic or problem at hand; the making of meaning every writing act requires; the social and contextual pressures bearing on that act; the genre requirements of any resulting text. Given these variables, determining the success of a student writer is complex enough; to determine the success of programs and pedagogies aimed at helping students succeed multiplies the complexity in mind-boggling ways. What part of student writing performance is to be measured? How is it to be measured? Who gets to measure it? It takes a whole university to teach students to write and probably a whole university to assess every student's writing ability.

With these observations in mind, it's clear that a mere set of two requirements, supported by a small Writing Center and a single, over-extended Director of Campus Writing cannot alone guarantee students' acquisition of writing ability. Beefing up those requirements and extending writing instruction further across the curriculum would go a long way to creating a culture of writing at SPU, a culture common on the campuses of our aspire-to institutions but not so much on our own. Here's a beginning list of recommendations toward that end:

Universal Freshman Writing Requirement. All entering freshmen should be required to enroll in ENG 2201. The best way to make this possible: hire a small cadre of contract instructors, on repeatable three-year contracts, to teach the course.

Re-instatement of Writing Component in USEM 1000, UCOR 1000, and Capstone courses). The original design of these courses featured a writing requirement in each of these courses. This design was approved by the faculty, but the writing components have been discarded.

More attention paid to writing in lower-division courses. As in many other areas, SPU's instructional environment is upside down, with the least needy (juniors and seniors) receiving the most attention, while freshmen's and sophomores' skill development is hit-and-miss, on-the-fly, and you're-lucky-if-you-get it. USEM 1000 alone cannot prepare students for college work or, once prepared, move them forward, especially now that its writing component has been ignored. Lower-division instructors (including adjuncts) should be encouraged by their chairs to attend the workshops in teaching writing offered twice-yearly by the Director of Campus Writing. So should all new faculty members, many of whom are responsible for lower-division courses.

Required goals/objectives for "W" courses. To its list of required items that department reports must contain, UPEC should add specific, department-based goals for "W" courses. These should address the types of writing required and the means of teaching it to students. They should detail how "W" courses will work to teach students the relevant discipline's expert insider prose.

Required "W" courses as part of each major's core. Every major should have its core courses bear "W" credit, so that students needn't go "shopping" for "W" credit where they can find it, defeating the purpose of this writing-in-the disciplines requirement.

Meaningful writing components in the new Exploratory Curriculum. These should be stipulated during the preparation year, and workshops for instructors should be offered to help prepare them for teaching courses in this new curriculum.

Promotion of a culture of writing instruction at SPU. UPEC and the Center for Faculty Scholarship and Development should join the Director of Campus Writing in promoting to the faculty the belief that it is every instructor's job to teach writing in one fashion or another. Rather than saying that students can't write anymore. (the first recorded instance of an American educator uttering this sentiment is 1874, he was Charles Eliot Norton, and he was president of Harvard), faculty members should accept that it does indeed take a village, or a university, to teach students to write. No single entity (including the English Department) can teach the breadth and depth of writing tasks students will face in their majors and in their future work lives.

Appendix

History of SPU's Writing Proficiency Requirement
Survey Results from Fall, 2009 "W" Instructor Survey
List of "W" Courses by Department
Writing Center Usage Statistics
Summary of Roles & Responsibilities of Director of Campus Writing
Winter, 2011 Audit of Writing in All SPU Undergraduate Courses
NSSE 2007 Findings Related to Student Writing
NSSE 2010 Findings Related to Student Writing
FSSE 2007 Data Related to Writing Activities at SPU
FSSE 2010 Data Related to Writing Activities at SPU
Enrolled Undergraduates Whose First Language Is Not English

Overview of a sample range of other colleges' and universities' freshman writing requirements

Seattle University

Required for graduation as part of its brand-new core curriculum:

A two-course sequence, required in the freshman year to go with an integrated four-year program

- "Academic Writing Seminar"
- "Inquiry Seminar" (disciplinary learning + research writing)

Pacific Lutheran University

Required for graduation as part of its core/general education curriculum:

A two-course sequence, required in the freshman year

- "Writing Seminar"
- "Inquiry Seminar"
(disciplinary learning + research writing)

Wheaton College

Required for graduation as part of its "liberal arts competencies," completed by the end of the sophomore year:

- "Composition and Research" course
- At least **two or more** writing inquiry-based courses (in philosophy, history, theology, sociology, diversity, etc.)

North Seattle Community College

Required for all degree, certificate, and four-year-college transfer programs

- English 101: Composition
- English 102: Research Writing

University of California, Davis

Required for graduation as part of its core/general education curriculum:

A **four-course sequence** –

two courses required in the freshman year

- "College Writing and Critical Thinking"
- "Research Writing"

and a two-course requirement in

- "Writing Experience"

drawing from a large list of discipline-specific courses emphasizing written, visual, and oral literacies

Overview of national writing standards and practices

(Key disciplinary organizations include MLA (Modern Language Association), CCCC (Conference on College Composition and Communication), NCTE (National Council of Teachers of English), AWP (Association of Writing Programs).

- 1) The **UW's expository writing outcomes document** (included here) is an excellent example/synopsis of current standards and practices across the higher ed landscape, based on the recommendations of key disciplinary organizations listed above. (Side note: the UW's Director of Expository Writing, Anis Bawarshi, a national leader in this field, has offered his help and expertise to this SPU writing task force, as needed.)
 - a. Key elements include:
 - i. Writing instruction is the foundation for teaching successful college-level academic inquiry across all disciplines.
 - ii. This instruction must work in context-specific ways.
 - iii. The necessary foregrounding of the elements of argument (claims, grounds, warrants) to this learning.
- 2) Current higher ed writing pedagogies **take seriously recent insights** from the cognitive sciences, such as the problems with "transfer of learning" assumptions across disciplines, as well as the curricular implications of related fields such as "complex adaptive system" theory.
- 3) Current higher ed writing pedagogy -- across a broad and near-universal range of research, liberal arts, comprehensive, and community colleges -- **assume a roughly one-year curricular process**, during the freshman year, to create the basic ability in a broad range of college students to think and write successfully in an academic context.
- 4) Current higher ed writing pedagogy takes **writing as assessment tool** very seriously -- both to assess writing itself as well as to more broadly assess critical thinking and disciplinary learning across majors and throughout an undergraduate program. Forms of assessment vary but frequently include student writing portfolios (several software programs exist to manage these in digital form) and senior research/capstone theses. Writing and assessment programs are expected to be overseen by a Director of Campus Writing with the responsibility to lead, assess, and monitor all programs and outcomes.
- 5) Current higher ed writing pedagogy assumes the existence of a range of **campus and curricular support systems** for students requiring additional help, whether they be English language learners, students with disabilities, or any other student needing support. Examples include the existence of campus-wide writing centers, a range of professional and/or peer writing tutors, the existence of "lab" or "tutorial" linked courses for ELL students, etc.

OUTCOMES FOR EXPOSITORY WRITING

PROGRAM COURSES

University of Washington

1. To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
- The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices.

2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
- The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

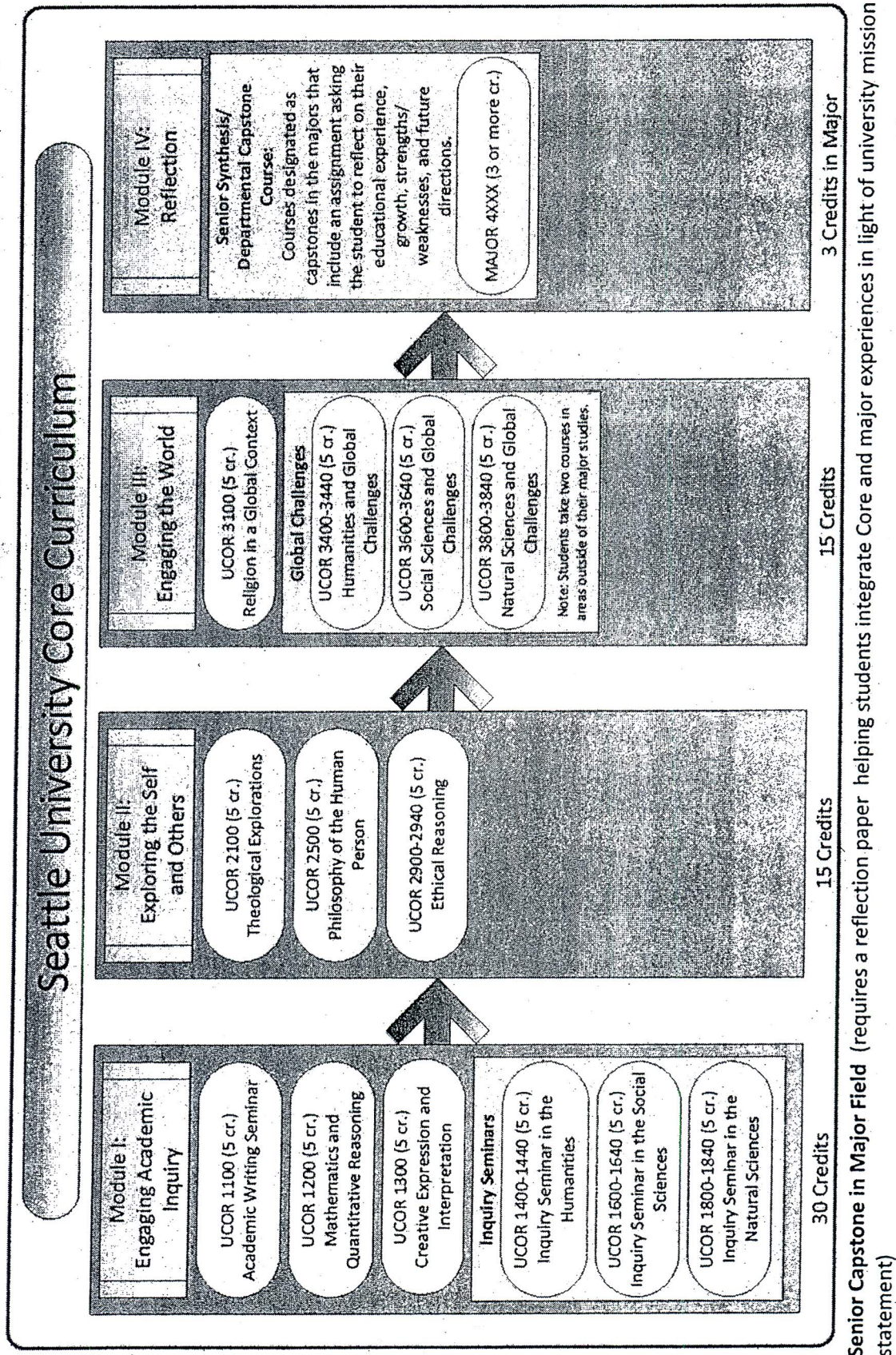
3. To produce complex, analytic, persuasive arguments that matter in academic contexts.

- The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
- The stakes of the argument, why what is being argued matters, are articulated and persuasive.
- The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
- The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
- The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

4. To develop flexible strategies for revising, editing, and proofreading writing.

- The writing demonstrates substantial and successful revision.
- The writing responds to substantive issues raised by the instructor and peers.
- Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.

Diagram of Seattle University's New Core Curriculum



Principles and Approach for WAC/WID at Seattle University

WID Project for Seniors: "Expert Insider Prose" within Major

MacDonald's Stages of Development: Novice to Expert

Stage 1 [what students bring from high school]: Nonacademic or pseudo-academic writing

Stage 2 [goal of first-year composition]: Generalized academic writing concerned with stating claims, offering evidence, respecting others' opinions, and learning how to write with authority.

Stage 3 [early courses in major]: Novice approximations of particular disciplinary ways of making knowledge.

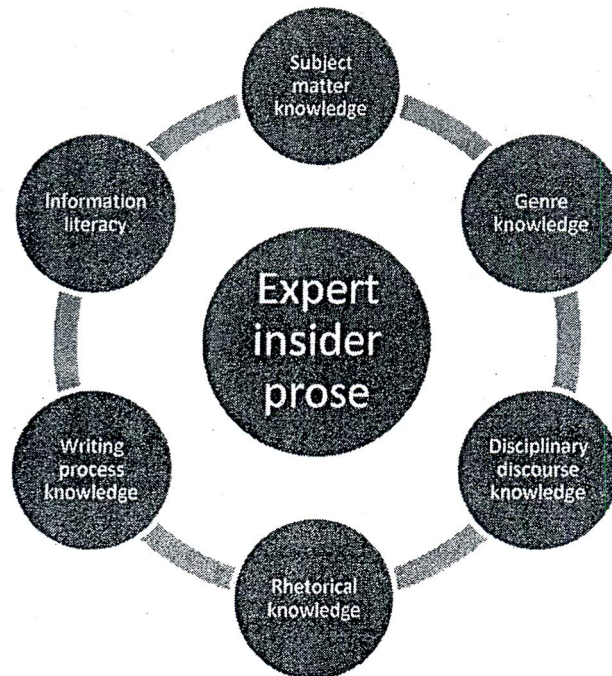
Stage 4 [advanced courses in major]: Expert, insider prose within a discipline [defined appropriately for undergraduates]

Adapted from Susan Peck MacDonald, *Professional Writing in the Humanities and Social Sciences*. Carbondale, Southern Illinois UP, 1994 (p. 187)

Possible Forms of Expert, Insider Prose (to be determined by disciplinary faculty)

- Academic or scholarly writing in the discipline (for example, a senior paper suitable for presentation at an Undergraduate Research Conference)
- Professional workplace writing (proposals, reports, memos, technical papers, or other disciplinary kinds of professional writing)
- Civic or public argument on local or national issues related to the discipline
- Other kinds of writing or communication projects specific to a major or discipline (posters, creative projects, Web sites, multi-media presentations, PowerPoint presentations)

Knowledge/Skills Needed for "Expert Insider Prose"



This diagram is adapted from Anne Beaufort in *College Writing and Beyond: A New Framework for University Writing Instruction*. Logan UT: Utah State University Press, 2007, p. 19.

Another Sample Assignment from "The Science of Climate Change"

Pilot Freshman Inquiry Seminar in the Natural Sciences

Charity Lovitt, Chemistry

Your task: Write an informative paper of 2-3 pages aimed at helping a science interpreter at the Pacific Northwest Science Center respond to a frequently encountered misconception about global warming. Your paper should identify the misconception, show its origin and prevalence among climate skeptics, use peer reviewed data to disprove the misconception, and propose a way that the scientific community could disseminate this corrected message to the general public. Throughout, adapt your information to the audience so that it portrays the science correctly without oversimplifying it or using complex wordage. Explain also the level of certainty/uncertainty in the data. Where appropriate, create an effective drawing or graph to help support your message.

Annotated Bibliography: Each group will be given a list of four misconceptions. Each member of the group needs to create an annotated bibliography on one of the misconceptions. Your objective is to identify at least one source for each of the misconceptions (newspaper, TV show, government document, senate hearing, internet meme, journal article, etc) and then determine the scholarly literature on the topic. When possible, identify the earliest source of the misconception and if you can, explain why it was made (incorrect interpretation of data, blatant misstating of data, something that was later disproved due to better instruments). You need to find peer-reviewed articles with data that disprove the misconception. In your annotated bibliography, you will need to find at least 3 peer reviewed articles about your topic and at least one non-scientific article that states your misconception (government documents, tv news show, newspaper, etc) In the annotated bibliography, you need to list the reference in APA format (including the title) and provide a brief 3-4 sentence summary/description of the main points of the article. See the example annotated bibliography on the website for instructions on how this bibliography will be graded.

Examples of Climate Change Misconceptions

- The uncertainty in climate models is so great that we can't predict the future.
- Animals and plants can adapt to global warming.
- Global warming will trigger another ice age
- Climategate emails suggest that scientists have 'tricks' to 'hide the decline' in global temperatures
- Arctic ice melt is a natural cycle. The amount of ice on the poles is always changing so we can't use ice melt as an accurate measure.
- Water vapor is the most concentrated greenhouse gas. Since we can't change the amount of water vapor, we can't stop global warming
- Human contribution to CO₂ is tiny; thus we can't be the cause of increased CO₂ levels.
- CO₂ is a natural molecule so the EPA can't classify it as a pollutant.
- Scientists can't predict weather, so how can we trust them to predict the climate
- As the temperature rises, the amount of water vapor will increase, which means that there will be more cloud cover. Clouds provide negative feedback which will counteract all of the warming caused by increased CO₂
- The ocean can absorb all of the CO₂
- Volcanoes emit more CO₂ than humans.
- Neptune is warming too so the increase in heat must be due to increased solar radiation.
- As the earth warms, spring and summer will occur earlier and more often. Since plants absorb CO₂ from the atmosphere, the increase in summer days will increase plant growth, which will help pull more CO₂ from the atmosphere.
- Cow farts contribute more to global warming than car emissions
- We haven't seen evidence of catastrophic warming so we have plenty of time to prevent environmental collapse from increased temperature.
- Venus is a hot planet with CO₂ in its atmosphere. However, it never underwent a runaway greenhouse effect.
- Temperature patterns are linked ONLY to solar radiation.
- In the historical record, CO₂ follows temperature so it can not be possible that CO₂ causes increased temperature.

Findings from the WPA/NSSE Research Project on Writing and Deep Learning

WPA = Council of Writing Program Administrators NSSE = National Survey of Student Engagement

"Data came from three clusters of questions in which students were asked how many of their writing assignments encouraged interactive writing activities (peer response, teacher response, visits to a writing center, etc.), specified 'meaning-constructing writing,' (synthesizing information, writing to a specific audience), and included clear explanations of the instructor's expectations. . . . [R]esults show that more work in these areas [is] associated with more engagement in deep learning activities and greater self-reported gains in practical competence, personal and social development, and general education. In all but one example, the amount of pages students wrote was less important for deep learning and gains than interactive writing, meaning-making, and clear expectations."

Anderson, P., Anson, C., Gonyea, B. & Paine, C. (2009). Using results from the Consortium for the Study of Writing in College. Webinar handout. *National Survey of Student Engagement*. Retrieved April 26, 2010, from <http://nsse.iub.edu/webinars/archives.cfm?showyear=2009&grouping=>

Best Practices for Writing Assignments (Writing Scales that Correlated with Deep Learning)

Encourage Interactive Writing Activities	<p><i>For how many writing assignments have you:</i></p> <ul style="list-style-type: none"> • Brainstormed to develop your ideas before you started drafting your assignment • Talked with your instructor to develop your ideas before you started drafting your assignment • Talked with a classmate, friend, or family member to develop your ideas before you started drafting your assignment • Received feedback from your instructor about a draft before turning in your final assignment • Received feedback from a classmate, friend, or family member about a draft before turning in your final assignments • Visiting a campus-based writing or tutoring center to get help with your writing assignment before turning it in.
Assign Meaning-Constructing Writing Tasks	<p><i>For how many of your writing assignments did you:</i></p> <ul style="list-style-type: none"> • Summarize something you read, such as articles, books, or online publications • Analyze or evaluate something you read, researched, or observed • Describe your methods or findings related to data you collected in lab or field work, a survey project, etc. • Argue a position using evidence and reasoning • Write in a style and format of a specific field (engineering, history, psychology, etc.) • Explain in writing the meaning of numerical or statistical data • Include drawing, tables, photos, screen shots, or other visual content into your written assignment • Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.
Explain Writing Expectations Clearly	<p><i>In how many of your writing assignments has your instructor:</i></p> <ul style="list-style-type: none"> • Provided clear instructions describing what he or she wanted you TO DO • Explained in advance what he or she wanted you TO LEARN • Explained in advance the criteria he or she would use to grade your assignment

(PLU)

**SCAN 190 First Year Inquiry Seminar:
Introduction to Scandinavia
Fall 2006**

Syllabus

Professor: Troy Storfjell
Time: Mondays and Wednesdays 1:45 to 3:30 p.m.
Place: Admin. 210
Office Hours: Tuesdays 8 to 9:50 a.m. and 11:50 a.m. to 2 p.m.
Fridays 1:45 to 2:45 p.m.
And by appointment
Phone: 535-8514
E-mail: storfjta@plu.edu

Textbooks

- Alanen, Arnold R., et al. *Nordic Environment: Historical and Contemporary Perspectives*. NCCP No. 4. Madison: WITS, 1995.
- Berger, John. *Ways of Seeing*. Penguin, 1990.
- DuBois, Thomas, et al. *Family and Community in Scandinavia: An Overview*. NCCP No. 2. Madison: WITS, 1997.
- Fiell, Charlotte J. and Peter Fiell. *Scandinavian Design*. Taschen, 2005.
- Høeg, Peter. *Smilla's Sense of Snow*. Delta, 1995.
- Ostergren, Robert. *Norden: A Thematic and Historical Geography*. NCCP No. 3. Madison: WITS, 2002.
- Pred, Allan. *Even in Sweden: Racisms, Racialized Spaces, and the Popular Geographical Imagination*. Berkeley: Univ. of California Press, 2000.
- Most recent issue of *Nordic Reach* magazine.

Additional readings will be handed out in class or posted online.

Course Description

Inquiry seminars are specially designed courses in which first year students are introduced to the methods and topics of study within particular academic disciplines or fields. Inquiry seminars also emphasize academic skills at the center of the First Year Experience program. Working with other first-year students in a small-class setting that

promotes active, seminar-style learning, students practice fundamental skills of literacy, thinking and community as they operate within that particular discipline.

In this inquiry seminar you will be introduced to the discipline of cultural studies and the field of Scandinavian studies. You will explore some of the central questions that those of us who do cultural studies work ask, such as:

- What is culture?
- How does meaning work?
- How are individuals (“subjects”) produced? (How are we made into individuals and how is the very concept of an individual made?)
- How are categories such as gender, ethnicity, and sexuality produced? How are we “written” into these categories?
- What is class, and what is the relationship between systems for producing and distributing goods (economics), on the one hand, and culture on the other?

You will also get to know the basic academic terrain of Scandinavian studies, or what it is that Scandinavianist scholars study. You will read the kinds of texts that we read—literary, cinematic, theoretical-critical, sociological, etc.—and learn some of the kinds of things our field does with these texts. Since this course is adapted from SCAN 150 Intro to Scandinavia, this course also introduces you to the Nordic Region (Scandinavia), its people, societies, art and literature.

Goals:

At the end of this semester you should be able to demonstrate a broad introductory knowledge of the Nordic Region, its societies and cultures, and of the field of Scandinavian studies. You should also be able to perform cultural analysis activities, and demonstrate a nuanced understanding of how culture produces us. You should also have developed solid academic writing skills, and a clear ability to apply critical thought to the material at hand.

Grading

Participation & classroom activities	20%
Papers	40%
Midterm Exam	20%
Final Exam	20%

Participation & classroom activities:

This is a seminar, which means a small, discussion-based course. Instead of lectures, we will be adopting a collaborative, community-of-learning-and-inquiry approach. This means that you will need to come to class prepared to discuss and ask questions of (and about) the reading material assigned for that day. Just showing up and passively taking notes will not be enough to earn a good participation grade.

There will also be several smaller activities, and a larger Nordic advertising presentation project. These will be described in due time, and will factor into this section of your grade.

Papers:

You will be writing several shorter papers over the course of this semester, ranging in length between one and three pages. These will generally invite you to explore several of the topics and texts we have dealt with, coming up with questions to them and making connections with other materials covered in class. You are also encouraged to make connections with things you may be familiar with from outside of class. Critical thinking and questioning are of primary importance in these assignments. Good writing and form is, as always, an important component of clear academic thinking and argumentation.

Midterm Exam:

A midterm exam will be given in class on Wednesday, October 18th. This exam will cover the material dealt with during the first half of the semester, and will consist of a variety of questions, ranging from matching and multiple choice to short answer and brief essay in form.

Final Exam:

The final exam will be given on --- at ---. It will include multiple format questions over material covered during the second half of the semester, as well as essay questions based on the *Nordic Reach* magazine—which you may bring with you to the exam—that will draw on material covered over the course of the entire semester.

Policies**Attendance:**

Attendance is a mandatory component of this course. Absences will be excused only for one of the following:

- illness, verified with a note from a health care provider;
- a death in the family;
- an interview for a post-graduation job or for graduate school;
- participation in an organized, university-sponsored off-campus event (i.e., sporting event, concert, etc.); or
- religious observance.

Note that even if an absence is excused, students will still miss important material and exercises, and will be held accountable for that material.

Academic Integrity:

Students must not cheat or plagiarize, and they must not condone these behaviors or assist others who cheat or plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but it also undermines the scholastic achievements of all students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

What is Academic Dishonesty?

The most common forms of academic dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
- Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
- Fabricating information, such as data for a lab report; or
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
- Collaborating with others on assignments without the instructor's consent; or
- Cooperating with or helping another student to cheat; or
- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

Plagiarism includes, but is not limited to:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or
- Using sources (published or unpublished) without identifying them, such as the Internet (and particularly making use of an Internet paper writing service); or
- Paraphrasing materials or ideas of others without identifying the sources.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification. Students may also read PLU's Academic Dishonesty policy in full at www.plu.edu/academics/integ.

Disability Information:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you have any questions concerning the services available for students with disabilities at PLU, please contact Alene Klein, in Counseling and Testing, located in Ramstad 106 or call x7206.

Schedule

Week 1: Intro

Wed., Sept. 6:

- Syllabus
- Film *Budbringeren* (*Junk Mail*, Pål Sletaune, 1996)

Week 2: What is Nordic Culture?

Mon., Sept. 11:

- Clifford Geertz, Chapter 1, *Interpretation of Cultures*

Wed., Sept. 13:

- Robert Ostergren, *Norden: A Thematic and Historical Geography*

Week 3: Nordic Setting

Mon., Sept. 18:

- **Paper on *Budbringeren* and Geertz**
- Thomas DuBois et al., *Family and Community in Scandinavia: An Overview*

Wed. Sept. 20:

- Arnold R. Alanen et al., *Nordic Environment: Historical and Contemporary Perspectives*

Week 4: Class Consciousness

Mon., Sept. 25:

- Walter Benjamin, "Thesis on the Philosophy of History"
- Film *Pelle eroberen* (*Pelle the Conqueror*, Bille August, 1987)

Wed., Sept. 27:

- Film *Pelle eroberen* (*Pelle the Conqueror*, Bille August, 1987)

Week 5: Visual Culture 1

Mon. Oct. 2:

- **Paper on *Pelle eroberen* and Benjamin**
- John Berger, *Ways of Seeing* 1-6
- Nordic art

Wed., Oct. 4:

- John Berger, *Ways of Seeing* 7
- Nordic advertising

Week 6: Visual Culture 2

Mon., Oct. 9:

- Advertising projects

Wed., Oct. 11:

- Fiell & Fiell, *Scandinavian Design* 8-73

Week 7: Design

Mon., Oct. 16:

- Fiell & Fiell, designers

Wed., Oct. 18:

- **MIDTERM EXAM**

Week 8: Mapping Scandinavia with Smilla 1

Mon., Oct. 23:

- **Ikea Paper**
- Peter Høeg, *Smilla's Sense of Snow*

Wed., Oct. 25:

- Peter Høeg, *Smilla's Sense of Snow*

Week 9: Mapping Scandinavia with Smilla 2

Mon., Oct. 30:

- Peter Høeg, *Smilla's Sense of Snow*

Wed., Nov. 1:

- Peter Høeg, *Smilla's Sense of Snow*

Week 10: Mapping Scandinavia with Smilla 3

Mon., Nov. 6:

- Peter Høeg, *Smilla's Sense of Snow*

Wed., Nov. 8:

- Peter Høeg, *Smilla's Sense of Snow*

Week 11: Whose Scandinavia? Immigration, Nationalism, and Racism 1

Mon., Nov. 13:

- **Paper on *Smilla's Sense of Snow***
- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- Film *Bázo* (Lars Göran Pettersson, 2003)

Wed., Nov. 15:

- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- Film *Bázo* (Lars Göran Pettersson, 2003)

Week 12: Whose Scandinavia? Immigration, Nationalism, and Racism 2

Mon., Nov., 20:

- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- *The Reykjavík Grapevine*

Wed., Nov. 22:

- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- *The Reykjavík Grapevine*

Week 13: Whose Scandinavia? Immigration, Nationalism, and Racism 3

Mon., Nov. 27:

- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- Film *Jalla! Jalla! (The Best Man's Wedding)*, Josef Fares, 2000)

Wed., Nov. 29:

- Allan Pred, *Even in Sweden: Racisms, Racialized Spaces, and the Popular Imagination*
- Film *Jalla! Jalla! (The Best Man's Wedding)*, Josef Fares, 2000)

Week 14: Film and Sexuality

Mon., Dec. 4:

- **Paper on *Jalla! Jalla!***
- Film *Fucking Ámal (Show Me Love)*, Lukas Moodyson, 1998)
- Robert P. Kolker, "The Film Text and Film Form"
- *Nordic Reach* magazine

Wed., Dec. 6:

- Film *Fucking Åmal* (*Show Me Love*, Lukas Moodyson, 1998)
- Smelik, "Gay and Lesbian Theory"
- *Nordic Reach* magazine

Final Exam: Tuesday, Dec. 12, 1 to 2:50 p.m.

Bring your Nordic Reach magazine.

Carleton College: Argument and Inquiry Seminars

An Argument and Inquiry seminar offers opportunities and tools for critical reading, deliberative discussion, and effective college-level writing. We can break this down into the following required components:

- 6 credits
- Offered fall term
- Allows only first-year students to enroll
- Graded
- Designated WR (for Writing Rich guidelines, see: <http://apps.carleton.edu/campus/writingprogram/writingrichguidelines/>)
- *Explicitly* introduces students to a liberal arts approach to learning and to the goals of the seminars
(*A conversation, discussion and/or lecture should take place early in the term in which the instructor discusses the goals of the A&I seminars and their place in Carleton's liberal arts experience*)
- Develops the critical and creative skills they will need to thrive in academic work at Carleton.
- Is discussion-based
- Fosters students' intellectual independence
- Develops habits of critical thinking
- Clarifies how scholars ask questions
- Teaches students how to find and evaluate information in reading and research
- Instructs students in using information effectively and ethically in constructing arguments.
- Strengthens students' habits of cooperation with peers
(*Faculty are strongly encouraged to bring their students' attention to the need for cultural sensitivity, and to include a discussion of the CEDI document on ensuring positive classroom climate.*)
- Students and instructor must attend the A&I convocation address by TBD (date TBD) and spend some time in class discussing it

GUIDELINES FOR WRITING-RICH COURSES AT CARLETON

The ability to write effectively is one of the fundamental goals of a liberal arts education. In writing-rich courses we strive to help students develop fundamental writing skills so that they can use their writing to communicate effectively with a variety of audiences and for a variety of purposes. Goals for college-level writing include attention to:

- Audience and purpose;
- Clarity of prose;
- Clear organization;
- Effective use of evidence;
- Appropriate diction;
- Effective use of Standard English.

LEARNING OUTCOMES FOR WR COURSES:

In writing-rich courses we also help students to:

- understand writing as a process and begin to develop an effective process of their own;
- learn how to seek and use feedback;
- gain an awareness of audience and of voice and begin to see themselves as part of a community of scholars/writers;
- learn how to apply forms of attribution and citation as appropriate;
- understand accepted guidelines for academic honesty;
- develop confidence in their writing, both through experience and also by producing at least one polished piece of their own writing;

MAIN COMPONENTS OF A WR COURSE:

Number and Variety of Assignments

- A WR course will normally have 3 or more writing assignments. These assignments may include papers, posters, lab reports, web pages and other formats and types of writing;
- These assignments may be components of one large writing project or several smaller papers, or some combination of the two;
- Informal, ungraded, writing assignments may also be used to help students create a polished piece of writing.

Opportunities for Feedback

- A WR course will offer students feedback on their writing;
- This will take place through faculty comments or individual conferences and may also include: writing tutors; peer review; class conferences; writing workshops; use of a Writing Assistant; and other opportunities;

Opportunities for Revision

- A WR course will provide students with opportunities for revision;
- These may include rewriting to improve a grade; producing drafts of a paper in succession; polishing a paper for the Sophomore Writing Portfolio; or something else.

**SPU historical and current
writing courses
and graduation requirements**

1965

BACCALAUREATE DEGREE REQUIREMENTS

AREAS OF INSTRUCTION

The college offers studies in the following fields. Departments offering majors are indicated by an "M."

Anthropology	Nursing, M
Art, M	Philosophy, M
Biology, M	Physical Education, M
Botany, M	Physics, M
Business Administration (See Economics & Business)	Political Science, M
Chemistry, M	Pre-Professional
Economics & Business, M	Pre-Dentistry
Education	Pre-Engineering
Engineering Science, M	Pre-Law
English, M	Pre-Medicine
French, M	Psychology, M
German, M	Religion
Greek, M	Biblical Literature, M
History, M	Christian Education, M
Home Economics, M	Missions, M
Latin, M	Russian
Mathematics, M	Sign Language
Microbiology & Public Health, M	Sociology, M
Music	Spanish, M
Applied Music, M	Speech, M
Church Music, M	Zoology, M
Music Education, M	
Music Theory & Literature, M	

PROGRAM REQUIREMENTS

MAJORS REQUIRED FOR THE BACCALAUREATE DEGREE

The college offers two types of undergraduate majors:

1. **Department Major** (required for the B.A. and B.S. degrees). This type of major is defined as at least thirty-six credits in a single department, with the following qualifications:
 - a. A major may be earned in any department marked with an "M" above.
 - b. Most departments require more than the minimum of thirty-six credits. The student must fully satisfy the requirements of the major department as to the number of credits and prescribed courses.

- c. Of the thirty-six or more credits offered as a department major at least eighteen credits must be in upper-division credits—that is, in courses numbered 300 and above. (Most departments require more than this minimum.)
- d. A transfer student is required to earn a minimum of eight upper-division credits in his major at Seattle Pacific.
- e. Course work of a "D" grade, while included in the total number of credits earned for graduation, may not be applied toward the major.
- f. Not more than seventy credits in any one department may be applied toward a baccalaureate degree.
2. **An Area Teaching Major** (allowed in the B.A. in Ed. degree) provides for a spread of academic study in a broad area, with a choice of teaching emphasis as described under "School of Education" elsewhere in this catalog. Points "d" and "e" above also apply here.

For majors required for the master's degree, see the section entitled "Graduate School."

TOTAL CREDIT AND QUALITY REQUIREMENTS

1. A total of 186 credits (192 for the B.A. in Ed.).
2. A cumulative grade-point average of at least 2.00 in all courses taken.
3. A cumulative grade-point average of at least 2.00 in all courses taken at Seattle Pacific.
4. At least sixty credits earned in courses numbered 300 or above.

LOWER DIVISION REQUIREMENTS

These requirements should be completed by the end of the sophomore year.

	B.A. DEGREE	Credits
* 1. English 101, 102, 103	9
2. English Literature	3
3. Speech or Literature	3
4. Foreign Language ¹ (one language)	15
5. Biblical Literature ²	6
6. Music and/or Art	5
7. Psychology or Philosophy	5
8. Economics, Sociology or Anthropology	5
9. History or Political Science	5
10. Science and/or Mathematics ³	15
11. Physical Education 160 (Health)	2
12. Physical Education Activity ⁴	6
B.S. DEGREE		
* 1. English 101, 102, 103	9
2. Speech, Literature or Foreign Language	6
3. Biblical Literature ²	6
4. Music and/or Art	2
5. Psychology or Philosophy	5
6. Economics, Sociology or Anthropology	5

literary and linguistic traditions of western culture, to promote humanistic values from the perspective of Christian faith and tradition, to improve reading skills through increased perception and sensitivity, to give practice in expository, critical, and creative writing, and to furnish a sound undergraduate major as a basis for advanced work on the graduate level.

English 101, 102, and 103 Are Prerequisite To All Other Courses in the Department. An honors program for superior students is provided in this sequence. Selection is made on the basis of prior records and tests administered at the time of college admission.

Requirements for the English Major. Students majoring in English must earn 45 credits, exclusive of English 101-103, including the following: English 240 and one other survey course: 230, 250, or 260; two upper division period courses, one in each of the following groups which has not been covered in the survey courses: 330-339, 350-359, and 360-369; 301 and 310; either 341 or 342; one course on the 400 level not including 490.

Requirement for Teacher Preparation in English. Students wishing to certify for teaching secondary school English must fulfill the program outlined above, except for the 400 level course, and must add 311 and one genre course. A somewhat flexible attitude is maintained toward preparation for teaching English. The Department desires to meet the needs of students as these needs become evident.

LANGUAGE AND WRITING

101, 102, 103 INTRODUCTION TO ENGLISH (3) (3) Au WI Sp
Successful completion of 101 is a prerequisite for 102, and of 102 for 103. 103 is a prerequisite for all other English courses.

The study of written expression through the reading of literature and essays on language and the writing of themes on related subjects. Required of all Freshmen.

301 ADVANCED EXPOSITORY WRITING (3) Au

Practice in nonfiction for the development of easy and effective expression.

302, 303 WORKSHOP IN CREATIVE WRITING (3) (3) WI Sp

Prerequisite, one literature course beyond 103; Junior standing.

Practice in imaginative writing adapted to the interests of the individual.

310, 311 THE ENGLISH LANGUAGE (5) (5) WI Sp

History and contemporary studies.

GENRE COURSES

221 POETRY (3) Au

Analysis of representative poems.

222 FICTION (3) WI

Analysis of representative short stories and novels.

223 DRAMA (3) Sp

Analysis of representative plays.

323 DEVELOPMENT OF DRAMATIC LITERATURE (5)

From the Middle Ages to the present.

324 EARLY ENGLISH NOVEL (5) Au

From the beginnings to the Romantic Period.

325 LATER ENGLISH NOVEL (5) WI

From the Victorians to the early Twentieth Century.

SURVEY COURSES

230 MASTERPIECES OF AMERICAN LITERATURE (5) Au WI

Major writers to 1900.

240, 250, 260 SURVEY OF BRITISH LITERATURE (5) (5) (5) Au WI Sp

Beginnings to 1600; 1600 to 1800; 1800 to 1900.

PERIOD COURSES

331 AMERICAN LITERATURE (5) Au

Beginnings to the Transcendentalists.

332 AMERICAN LITERATURE (5) WI
Poe to 1900.

333 AMERICAN LITERATURE (5) Sp
The Twentieth Century.

340 EARLY ENGLISH LITERATURE (5)

The Eighth to the Fourteenth Century, excluding Chaucer.

341 SHAKESPEARE (5) Au

Earlier works.

342 SHAKESPEARE (5) WI

Later works.

356 THE SEVENTEENTH CENTURY (5) WI

English Literature from 1600 to 1660.

357 THE EIGHTEENTH CENTURY (5) Au

English Literature from 1660 to 1800.

366 THE ROMANTIC PERIOD (5) WI

Early Nineteenth Century Prose and poetry.

367 THE VICTORIAN PERIOD (5) Sp

Later Nineteenth Century Prose and poetry.

372 TWENTIETH CENTURY BRITISH LITERATURE (5) Sp

LITERATURE IN TRANSLATION

381 GREEK LITERATURE (3)

Prose and poetry of ancient Greece.

382 LATIN LITERATURE (3)

Prose and poetry of ancient Rome.

383 CONTINENTAL LITERATURE TO 1900 (5)

Masterpieces of European literature from the Middle Ages through the Nineteenth Century.

387 THE BIBLE AS LITERATURE (3) Au

Form, style, and literary technique of selected portions of the Bible.

ADVANCED COURSES

415 LITERARY CRITICISM (5) Sp

From Aristotle to Twentieth Century critics.

444 CHAUCER (5) Au

MILTON (5) Sp

481 TWENTIETH CENTURY CONTINENTAL LITERATURE (5)

Required of English majors who desire departmental recommendations for teaching

credentials in English.

499 READINGS (1-3)

Open only to advanced English Majors. Registration by permission of Department Chairman. At least a 3.00 in no less than 15 upper division credits in the department is required.

200 NEWSWRITING (3) Au WI Sp
Introduction to modern news writing. Structure of news and feature stories. Reasonable proficiency in the use of typewriter required. Prerequisite to 301, 302, 303.

301, 302, 303 FALCON LABORATORY (2) Au WI Sp

Prerequisite, 200.

The student participates in editing the campus newspaper. Reporters write feature stories, straight news and editorials. Opportunity is given for in-depth and intensive reporting. May be repeated.

310 PRESS AND SOCIETY (2) Au

An analysis of the role of newspapers and other communications media to determine how they fulfill their functions in an open society.

311 COPY EDITING (2) WI

Prerequisite, 200 or permission. Editing news copy, writing cutlines, captions and headlines; newspaper makeup, layout and typography.

312 INTRODUCTION TO HISTORY OF JOURNALISM (2) Sp

Introduction to the study of growth and development of the press with emphasis on journalism in the United States, its social, political and ethical responsibilities.

1974-76

- in all courses applicable to the degree.
3. A cumulative grade-point average of at least 2.00 in all courses taken at Seattle Pacific College.
 4. At least sixty credits earned in courses numbered 300 or above.
 5. At least forty-five credits earned in residence. During one quarter of residence, a minimum of twelve credits must be completed with a 2.00 grade average. Credits earned by examination do not satisfy the residence requirement. If only one year is taken at Seattle Pacific College, it must be the senior year.
 6. The last fifteen credits prior to graduation must be earned in residence.

General Education Requirements60

B.A. and B.S. Degrees

1. Fine and Applied Arts15
Courses offered at SPC in Art, Drama and Music may be used to meet this requirement.
2. Language and Literature15
Courses offered at SPC in English, French, German, Greek, Russian, Spanish, or Speech may be used to meet this requirement.
3. Science and Mathematics15
Courses offered at SPC in Biology, Chemistry, Mathematics, Physical Science, or Physics may be used to meet this requirement.
4. Social Science15
Courses offered at SPC in Anthropology, Geography, History, Political Science, Psychology, or Sociology may be used to meet this requirement.

Transfer Students. All credits earned at a recognized accredited institution in areas offered by Seattle Pacific College will be accepted without discount (see page 14 of this Catalog for a more complete description). Students who complete the first year of collegiate work elsewhere will be able to readily incorporate their transfer credits into SPC's general requirements.

Program Requirements

Total Credit and Quality Requirements

1. A total of 180 credits.
2. A cumulative grade-point average of at least 2.00

Students who have earned an Associate in Arts degree from an accredited community (junior) college whose general education requirements have been certified by the Director of Registration and Records as meeting the intention of providing breadth of preparation as described in requirements 1-4 above, or who have satisfactorily completed the general education requirements of another accredited four-year liberal arts institution will have satisfied requirements 1-4 above.

Foundational Requirements20*

*These requirements may be satisfied only by courses taken at Seattle Pacific College.

1. Faith Dimension10
Courses listed under the Biblical Literature Field in the School of Religion will meet this requirement.
2. Values and Integration Dimension5
Courses in disciplines will indicate whether they meet this requirement.
3. Vocational/Vocational Dimension5
Preceptorial courses listed with a School prefix and numbered from 100-109 will meet this requirement. Courses in disciplines designated as vocational or professional will also meet this requirement.

Seattle Pacific College considers the Foundations for Christian Living area to be at the heart of its approach to higher education. Therefore, each transfer student with senior standing is expected to complete 5 credits in Biblical Literature; each transfer student with junior standing is expected to complete 10 credits in Foundational Studies with 5 credits in Biblical Literature and 5 credits in either Values and Integration or Vocational/Vocational courses; each transfer student with sophomore standing is expected to complete 15 credits in Foundational Studies with 10 credits in Biblical Literature and 5 credits in either Values and Integration or Vocational/Vocational courses; and

each transfer student with freshman standing is expected to complete the full requirement.

Specific Standards Governing the Completion of a Field of Specialization

1. A field of specialization requires a minimum of forty-five credits. Twenty credits are required in courses numbered 300 or above. No more than seventy-five credits may be required or controlled by a School in designating requirements for a field of specialization without review by and approval of the Academic Policies Committee.
2. A field of specialization is required for completion of either the Bachelor of Arts or Bachelor of Science degree. The Bachelor of Science degree may be given only for fields of specialization in the School of Natural and Mathematical Sciences, the School of Health Sciences, and physical education.
3. Field of specialization requirements must be met in full. These requirements of proficiency in depth and breadth are specified in the sections of the Catalog assigned to the various Schools of the College. These requirements state total credits, upper division credits, prescribed courses and supporting courses. For a list of approved undergraduate fields of instruction and fields of specialization, see the section entitled "Areas of Instruction." Any other field of specialization recommended by the Curriculum Committee of any of the Schools and approved by the Academic Policies Committee may be accepted toward the baccalaureate degree.
4. A transfer student must earn a minimum of 15 upper division credits in a field of specialization at Seattle Pacific College.
5. Course work with a "D" grade, while counted toward graduation, may not be counted in the total credits for a field of specialization.
6. The School in which a student completes a field of specialization must certify to the Director of Registration and Records that he has satisfactorily

174-176

Courses

Writing

- 105 WRITING AS DISCOVERY (5)
Experimenting with various types of writing: poems, descriptions, character analyses, studies, analytical and argumentative essays, etc. Models will be used, but the main focus will be on the writing done by students and the instructor.

- 205 WRITING TO BE READ (5)
For writers who have mastered the basic skills of writing prose and who wish to develop a personal style.

- 215 IMAGINATIVE WRITING (5)
Learning to see the richness of experience and struggling to structure it in words; fosters the vision and the skills necessary for the effective writing of both poetry and prose.

- 305 CRITICAL WRITING (5)
Stress is given to three activities: developing a critical attitude, participating in the spirit of scholarship, and "the styling of language to attract, edify, and convince a reader."

- 316 WORKSHOP IN WRITING FICTION (3)
317 WORKSHOP IN WRITING FICTION (3)
318 WORKSHOP IN WRITING FICTION (3)
319 WORKSHOP IN WRITING FICTION (3)

- 410, 411 PROFESSIONAL WRITING (3, 3)
Prerequisite: Permission of the Instructor.
A study of the job market for writers and the specialized problems of writing in the various professional areas.

Literary Forms, Figures and Movements

British

- 245 VICTORIAN POETRY (5)
Considers the late nineteenth century issues of faith and doubt, the individual and society, truth and beauty as perceived by the leading poets of the period—Tennyson, Browning, Hopkins, Keats, and others.

- 345 EARLY AND MIDDLE ENGLISH POETRY (5)
Concentrates primarily on the poetry which has influenced so many later writers. Poetry includes *Piers Plowman*, *Roman de la Rose*, and a metrical version of Arthurian legends. Excludes Chaucer's poetry.

- 346 ELIZABETHAN AND JACOBAN DRAMA (5)
Focuses attention upon the development of drama exclusive of Shakespeare. The course will examine such early Elizabethan dramatists as Lyly, Peele, Greene, Kyd, and Marlowe; such contemporaries of Shakespeare as Jonson, Chapman, Dekker, and Webster; Beaumont, Fletcher, Ford, and Shirley among the Post-Shakespearean dramatists.

- 347 EIGHTEENTH-CENTURY SATIRE (5)
The aims and techniques of personal and social satire as exemplified in prose and poetry from 1660 to 1800. Works studied will include the satiric writings of Dryden, Swift, Pope, Burns and others.

- 348 ROMANTIC POETRY (5)

A study of the poets of the early nineteenth century and their precursors. Major attention will be given to the writings of Wordsworth, Coleridge, Byron, Shelley, and Keats.

- 349 VICTORIAN NOVEL (5)

A study of the novels of representative Victorian novelists, including E. Brontë, Dickens, Thackeray, Eliot and Hardy, the development of the novel as popular masterpiece, and the novel as a reflection of Victorian society.

American

- 235 AMERICAN EARLY ROMANTICISMS (5)

Focuses on the major figures of the early to mid-19th Century: Emerson, Thoreau, Whitman, Hawthorne, Poe and others. The relation of these writers to the American past and to the English and American ideas and experience at the time they wrote form the background for discussion of their works.

- 334 BLACK AND ETHNIC LITERATURE (5)
Traces the expression—in novels, plays, poetry and essays—of the minority groups who have been a part of the American people. Works by authors from different racial groups (who retain their identity) and by ethnic minorities (who have subsequently absorbed in the majority population) will be studied. The emphasis of the course will vary from one year to the next with the writing of Black Americans receiving the most emphasis.

- 336 LITERATURE OF EXPANDING AMERICA (5)
Focuses on writing published in the United States between 1850 and 1914. The works of Melville, Twain and James form the core of material considered with some attention to Howells, Crane, Dickinson, Norris, Douglass, Garland and others. Emphasis is on the American experience—or in the case of James, the American-European experience—and its expression in literature.

- 337 SOUTHERN LITERATURE (5)
Considers divergent views of Southern culture through works of Wm. Alexander Percy and Richard Wright, the Negro-African movement through poetry of Ransom and Tate. Major emphasis on Wolfe, Porter, Welty, Faulkner, Warren, and O'Connor.

- 338 POSTWAR AMERICAN FICTION (5)
Novels and short stories of significant writers since 1945, including Bellows, Malamud, Roth, Updike, Salinger, Mailer, Burin, Vonnegut and others, including experimental fiction.

Modern

- 225 MODERN POETRY (5)
How to read, understand, evaluate, and enjoy the work of major modern poets such as Hopkins, Yeats, Pound, Eliot, Frost, Rilke, Cummings, Stevens, Auden and Keats.

- 326 THE EARLY MODERNS (5)
A study of writers who attempted to break away from traditional forms and techniques of literary expression and whose work exemplifies what has been called the modern sensibility. Studied both British and American writers, including Conrad, Eliot, Pound, Joyce, Lawrence, Fitzgerald and Hemingway.

- 327 LITERATURE OF THE RELIGIOUS QUEST (5)

Examines some of these literary works which embody the quest to find or explore a religious framework. Includes study of such writers as Augustine, Bunyan, Pascal, Kierkegaard, Hesse, C. S. Lewis, Charles Williams, Graham Greene and John Updike.

- 328 LITERATURE AS PHILOSOPHICAL EXPLORATION (5)

Studies some literary works which raise basic questions about knowledge, reality, goodness and beauty. Includes study of such writers as Plato, Plotinus, Bacon, Goethe, Blake, Nietzsche, Mann, Kafka, Sartre, Camus, Borges, C. P. Snow, John Barth, etc.

- 329 SCIENCE FICTION (3)

Deals with the novels, short stories, films and poetry which comprise the newest genre in literature. Team taught; the course adds to the understanding of the century in which we live, and to the recognition of possibilities of the future. Includes such writers as Clarke, Herbert, Heinlein, Campbell, Asimov, etc.

Special Topics in Literature

- 169-169 Topic to be announced in schedule of classes. (5)
Repeatable.

Examples of possible topics include: The Baroque; Chivalric Literature; 20th Century American Drama; Modern Continental Drama; Utopias and Dystopias; Women as Heroines and Victims; Fantasy; War Literature; Third World Literature; Biography and Autobiography; Contemporary Poetry.

- 290-291 See above. (5) Repeatable.

- 390-391 See above. (5) Repeatable.

Theory, Practice and Contexts

- 327 MYTHOLOGY IN LITERATURE (5)

Includes Classical, Norse, Germanic and Medieval mythology. A short discussion into comparative world mythology is also included.

- 380 GRAMMAR AND USAGE (2)

A review of standard English, adapted to the needs of those preparing to write professionally or to teach in the language arts.

- 387 THE BIBLE AS LITERATURE (3)

Examines several literary types within the Old Testament. For better understanding the message of the writers, attention will be given both to their historical contexts, and to their narrative, poetic, and dramatic techniques.

- 490 ENGLISH PRACTICUM (1-3)
Prerequisite: Permission of Instructor.
Assisting discussion leaders and readers in lower division English classes.

- 485 CRITICAL APPROACHES TO LITERATURE (3)

Studies the major critics and schools of literary criticism.

- 487 SENIOR SYNTHESIS (5)

Focuses on the relation of literature of different periods to the development of literature in the Western Tradition. Some attention will be given to the relation of literature to ideas and to political and historical development. Students will be encouraged to develop

projects in areas where they need additional understanding and knowledge.

- 490 SENIOR TEACHING SEMINAR (3)
Readings and projects on teaching literature, language, and writing in junior high and high school.

Individual Authors

(Writers to be studied will be listed in the class schedule.)

- 420-424 MODERN WRITERS (3) Repeatable.
425-429 MODERN WRITERS (3) Repeatable.
430-434 AMERICAN WRITERS (3) Repeatable.
435-439 AMERICAN WRITERS (3) Repeatable.
440-444 BRITISH WRITERS (3) Repeatable.
445-446 SHAKESPEARE (5, 5)
447-449 BRITISH WRITERS (5) Repeatable.

Journalism

- 201, 202, 203 NEWSWRITING (2) (2) (2)
Introduction to modern news writing. Structure of news and feature stories. Reasonable proficiency in the use of typewriter required.
301, 302, 303 NEWSPAPER PRODUCTION (2) (2) (2)
Reporting, editing, proofreading. Laboratory for the *Falcon*, SPC weekly newspaper.
305 YEARBOOK AND MAGAZINE PRODUCTION (2)

Language Studies

Purpose

The languages, literature and culture of the Greeks and Romans are foundation stones of Western culture. The student of Biblical Literature will find that the study of Greek opens new horizons of understanding the New Testament and provides a basic tool for studies in depth in the Biblical field.

The study of modern languages plays a unique part in educating the whole person by helping the student learn to communicate with people of different ethnic and linguistic backgrounds. Learning a foreign language, ancient or modern, can improve a student's understanding of his native language through a comparison and identification of linguistic structure. Most important,

1985-86

Accordingly, the Foundations and General Education requirements are designed to develop competencies. Entry Skills Tests measure basic abilities in math and writing so that entering students can be advised into appropriate courses. The Christian Scholar-Servant should also be competent in articulating bases of the Christian faith, recognizing relationships between Christian faith and living, reasoning, decision-making, inquiry, development of aesthetic awareness and appreciation, and the application of skills in career development. The program is specifically designed to achieve these and certain other competencies in students. These abilities enable persons to become effective Christian scholars, servants, and leaders.

GENERAL EDUCATION REQUIREMENTS, B.A. AND B.S. DEGREES

A. Entry Skills Testing Program

All students entering Seattle Pacific University must take competency exams in mathematics and standard written English. This is to be done before or during the first quarter of study at the University, but in no case later than the end of the second quarter. These tests are administered during the autumn quarter student orientation period and at other times as scheduled by the Schools of Natural and Mathematical Sciences and Humanities.

1. MATH SKILLS

The mathematics competency test covers pre-high school mathematics and emphasizes problem solving. An analysis of errors is done and areas of weakness are determined. Any student whose score on this test falls below accepted college entrance level norms will be required to strengthen these areas of weakness through work in MAT 0120 during the first year of registration. Before students are permitted to take any mathematics courses (other than MAT 0120) or any courses using mathematics, they must either pass the mathematics competency test or complete the required work in MAT 0120.

2. WRITING SKILLS

Competency in standard written English is essential to become a literate educated person and an able Christian communicator. Both standardized tests and a writing sample are used by the School of Humanities in determining satisfactory performance levels. Any student whose scores on these tests fall below accepted college entrance levels will be required to make up the deficiency during the first year of registration at SPU through prescribed work in ENG 1101, 1002, and 1003 as needed. Such students must take ENG 1105, "Writing in College," as one of their two options for the "Individual in Communication," general education requirements.

Before students are permitted to take the General Education core course in written communication, ENG 1105, "Writing in College," they must demonstrate the written use of standard English sentences, accurate

placement of verbs, pronouns, modifiers in such sentences, and effective diction. For those not able to do this at satisfactory levels, as determined by the tests mentioned above, courses preliminary to the core course are required in English to build these and other writing skills. Satisfactory skill building is necessary before the students may enroll in ENG 1105. Such skill building may take from one to three or more quarters to achieve. Before students may graduate from SPU, they must demonstrate minimal competence in standard written English. Those failing to perform at satisfactory levels must complete additional work in the English writing laboratory until their competence is certified to meet the required minimal standards for graduation.

B. Foundations (20 credits)

1. BIBLICAL HERITAGE 10 credits
 - a. BIL 1101/3101 and 1201/3201 (BIL 3101 and 3201 for Jis. and Ss. only) are strongly recommended.
 - BIL 1101/3101 Exploring O.T. Lit
 - BIL 1201 of 3201 Exploring N.T. Lit
 - b. BIL 3103, 3203, or 3204 may be used. Other BIL courses may be used if all prerequisites for those courses are satisfied.
 - BIL 3103 The Psalms
 - BIL 3203 Gospel of Mark
 - BIL 3204 Luke-Acts

2. CHRISTIAN THOUGHT, MEANING AND VALUES

- Choose one of the following courses:
- PHI 1100/3100 Values, Faith, Meaning
 - PHI 1101 Intro to Philosophy
 - PHI 1205/3205 Ethics
 - PHI 3340 Values, Faith, Social Issues (Jis. & Ss. only)
 - REL 2610 Great Christian Personages
 - REL 3620 Understanding Christian Faith
 - REL 3627 Intro Biblical Ethics
 - REL 3526 Christian Values Series (Ss. 3526)

Offerings from schools are available in categories 3 and 4 as shown below. The student may choose to meet these requirements in the School of the student's major or in another school. Students in certification programs should check with certification program officers to avoid meeting these requirements twice.

3. CULTURAL INVESTIGATION OF CHRISTIAN SCHOLARSHIP AND SERVICE

- a. Business Administration/Economics
- BUS 3417 Bus. Govt. & Society (HEC, POL 3417)
- b. Education Certification Programs Phase 1
- EDU 2104 Soc. and Psych Found of Educ
- EDU 2105 Lat. Experience A
- c. Fine and Performing Arts
- FPA 4100 Arts & Rel Experience (FPA 4100 may be taken for credit either in "Cultural Investigation of Christian Scholarship and Service" or "Individual in Aesthetic World," but may not count for credit in both.)

C. General Education

1. INDIVIDUAL IN GROWTH 4 CREDITS

Students must take one of the following two courses:

 - GS 1120 (HEC 1301) Lifestyle & Well-Being or
 - PSY 1180 General Psych
 - a. Students in the following areas are required to take PSY 1180: Education Certification Program, Nursing
 - b. For Home Economics Vocational Certification students only, the following courses meet the "Individual in Growth" requirements: HEC 1050 and 1310 (both are required)
 - HEC 1050 Professional Perspectives
 - HEC 1310 Nutrition
2. INDIVIDUAL IN COMMUNICATION 6 CREDITS

Students must take a course in two of the following three discipline areas. Students who did not pass the writing competency test and who have completed prescribed work in ENG 1001, 1002, and 1003, must take ENG 1105, "Writing in College," as one of their options:

 - a. CMU 1101 Oral Communication
 - CMU 1321 Speaking Before Groups
 - b. ENG 1105 Writing in College

Students who demonstrate superior writing skills may, under advisement, take one of the following courses instead of ENG 1105:

 - ENG 2205 Writing to be Read
 - ENG 2215 Imaginative Writing
 - ENG 3206 Technical Writing
 - ENG 3207 Business Writing
 - ENG 3305 Advanced Expository Writing
 - REL 4498 Cross-Cult Communication
 - c. HUM 1106 International Communication (EUR 2300, LAN 1106)

Under advisement, students may take one of the following courses instead of HUM 1106:

 - FRE 1101, 2, 3: French
 - FRE 2101, 2, 3: Intermediate French
 - GER 1101, 2, 3: German
 - GER 2101, 2, 3: Das Deutsche Jahr
 - RUS 1198 Beginning Russian
 - RUS 2198 Russian Jazzy
 - GRK 1102, 3: Elementary Greek
 - GRK 2204: Greek Grammar Review
3. INDIVIDUAL IN SOCIETY 10 CREDITS

Students must take a core course (5 credits) and an options course (5 credits).

Core Courses:

 - HIS 1201 Medieval Europe
 - HIS 3501 Colonial America (Jis. & Ss. only)
 - SOS 1110 Self & Society
 - SOS 1170 Geopolitics
 - SOS 1677 Nature of Cities (GEO, URS 1677)

Options Course:

 - REL 2701 Christian Minist Field Exp
 - REL 3950/4950 Internship
 - J. Social and Behavioral Sciences. No offerings available
4. DEMONSTRATION OF CHRISTIAN SCHOLARSHIP AND SERVICE 2 CREDITS
 - a. Business Administration/Economics
 - BUS 3417 Bus. Govt. & Society (HEC, POL 3417)
 - b. Education Certification Programs
 - EDU 2104 Soc. & Psych Founders of Edu
 - EDU 2105 Lab Experience A
 - c. Fine and Performing Arts
 - FPA 4100 Arts & Rel Experience
 - d. General Studies
 - GS 1950/3950 Co-op Ed in Service
 - e. Health Services
 - NLR 2127 Assessment in Wellness/Injury f. Practicum (geriatrics)
 - NLR 3327 NLR Assessment: RN Practicum (RNAB)
 - f. Humanities. No offerings available
 - g. Natural and Mathematical Sciences
 - NMS 3120 Science & Society
 - BIO 2930/4930 Practicum
 - HEC 2950/3950 Practicum
 - HEC 4943 Field Exp. Design & Mktg
 - HEC 4944 Field Exp. Bus. & Soc. Welfare
 - h. Physical Education. No offerings available
 - Religion
 - REL 3950/4950 Internship
 - j. Social and Behavioral Sciences. No offerings available

Baccalaureate Degree Requirements

BACCALAUREATE DEGREE REQUIREMENTS

While the University makes every effort to assist students through the academic advising system, the final responsibility for meeting all academic and graduation requirements rests with each individual student. The University Catalog under which the student enters serves as the official record of admission, academic and degree completion requirements as it pertains to general education, foundation and all other general University requirements, except for standards governing the completion of a major and/or minor. The quarter in which a student is accepted by the school or department which is offering the major or minor will determine the Catalog under which the major and/or minor requirements will be applied. Advising by University personnel inconsistent with published statements is not binding. Reasonable substitutions for specific requirements may be requested through petition to the University Registrar. Degrees are awarded and posted to transcripts based on the date all degree requirements have been fulfilled. Degrees are posted within one quarter after the last quarter of enrollment. (For processing of student appeals and exceptions of all types, see the *Student Handbook* for details.)

Specific Requirements and Policies

1. A minimum of 180 credits.
2. A cumulative grade point average of at least 2.00 in all courses applicable to the degree.
3. A cumulative grade point average of at least 2.00 in all courses taken at Seattle Pacific University.
4. At least 60 credits earned in residence as a matriculated student. Credits earned by examination do not satisfy the residence requirement. If only one year is taken at Seattle Pacific University, it must be the senior year.
5. The last 15 credits prior to degree completion must be earned in residence.
6. Achievement of satisfactory scores on required diagnostic tests in mathematics and Standard Written English or completion of required remedial course work.
7. Satisfactory completion of an academic major.
8. Incoming freshmen and sophomores are required to complete 8 credits in writing courses. Incoming juniors are required to complete 5 credits, while incoming seniors are required to complete 3 credits. (See section on Writing Courses on page 45.)
9. Students are expected to declare a major at the start of their junior year. Declaration of major forms are available in the office of Registration and Records if they have not declared a major but have completed 120 or more credits at

SPI. All degree requirements for a major or minor are based on the Catalog year when the major or minor is declared. For example, a student declaring a major in autumn 1995 is subject to all major requirements listed in the 1995-96 Catalog.

11. Policies and procedures for determining date of baccalaureate degree completion:
 - a. A written application for a degree is to be made by the student. Deadlines for applications appear under the Graduation section on page 42.
 - b. A transfer student with senior status must apply no later than within the fourth week of the first quarter of enrollment.
 - c. A student may change his/her application for a degree. If he/she wishes to change the date of degree completion or the major, the student is responsible to notify the Graduation Evaluator in the Office of Registration and Records at the change at least 12 weeks before the desired degree completion date.
 - d. Failure to meet these specific requirements may result in a postponement of degree completion for at least one quarter.
 - e. All courses required for the degree in which the student received grades of "S" or "I" must be completed before the degree completion date.
 - f. Degrees will not be posted nor diplomas ordered until all requirements are completed.

Specific Standards Governing the Completion of a Major

1. A major requires a minimum of 45 credits. A minimum of 25 credits is required in courses numbered 3000-4999, although some programs require more. No more than 75 credits may be required or controlled by a school in designating requirements for a major without review and approval of the Undergraduate Policies and Evaluation Committee.
2. A major is required for completion of either the Bachelor of Arts or Bachelor of Science degree.
3. Major requirements must be met in full. These requirements of proficiency in depth and breadth are specified in the sections of the Catalog assigned to the various schools or departments of the University. These requirements state total credits, upper division credits, prescribed courses and supporting courses. For a list of approved majors, see the section entitled Areas of Instruction.
4. A transfer student must earn a minimum of 15 upper division credits in a major at Seattle Pacific University.
5. Course work with a grade below "C-" (1.7) may not be applied to a major.
6. The student must apply for admission and be accepted by the school or department in which he/she declares a major. This determines the Catalog under which major requirements will be applied.
7. The school or department in which a student completes a major must certify to the University Registrar that he/she has satisfactorily met the evaluative and production standards for such a major.
8. A student may simultaneously complete a double major. Both majors must be in a B.A. category, or two majors in a B.S. category, or one in a B.A. category and one in a B.S. category. All requirements for each major must be completed simultaneously to earn a double major.

Specific Standards Governing the Completion of a Minor

1. Students are not obligated to specify a minor area of study in order to receive the B.A. or B.S. degree. However, a student must be working towards a major in order to earn a minor.
2. A minor requires a minimum of 30 credits but may not require more than 45 credits. A minimum of 15 credits is required in courses numbered 3000-4999. Requirements for specific minors may be found in the school or department sections of this Catalog. For a list of approved minors, see the Catalog section entitled Areas of Instruction.
3. Transfer students must earn a minimum of 15 credits in a minor at SPI. 10 credits of which must be in courses numbered 3000-4999.
4. Coursework with a grade below "C-" (1.7) will not be applied to a minor.
5. In some cases it is necessary to apply for and be accepted for the minor field. This determines the Catalog under which minor requirements will be applied. The school or department in which a student completes a minor must certify to the University Registrar that he/she has satisfactorily met all requirements for the minor.

Limitations on Credit Applicable Toward a Degree

1. No more than 30 credits earned via correspondence and/or media courses (i.e., courses marked "M") may be applied to a bachelors degree. No more than 5 of these credits may be applied toward the foundations requirements. If only 5 foundation credits are required, then a non-media course must be taken. Exception: Existing Washington State community college associate degree transfer agreements will be honored.
2. Seattle Pacific University may accept up to 90 credits combined total from a community college, junior college, unaccredited Bible college or institute or AP/CEP/IBP credits toward a baccalaureate degree. See limits under Credit by Exam.
3. A student may earn up to 10 credits towards a baccalaureate degree in skills courses approved by the Undergraduate Policies and Evaluation Committee.
4. Students may enroll in 5000 level courses but they will not apply to undergraduate degree program requirements at SPI.
5. Prerequisite to taking a media course in Biblical literature, undergraduate students must have junior or senior standing and must document prior completion of a regularly scheduled course in either Introduction to the Old Testament or New Testament to obtain permission of the instructor to register.
6. Credits in excess of 45 taken as a non-matriculated student will not apply towards an undergraduate degree.
7. Credits in excess of 15 credits taken as a non-matriculated student may not be applied to a post baccalaureate degree.

Transfer Students/Foundations Requirements

(See page 17 for information)

Additional Bachelor's Degree

A second bachelor's degree may be earned upon completion of 45 credits subsequent to the granting of the first degree, subject to the following conditions:

1. If the first degree was earned at SPI, 15 of the 45 credits required for the second degree must be taken at SPI.
2. If the first degree was earned at another institution by a student who was at some point a matriculated SPI student, at least 30 of the 45 credits must be earned at SPI.
3. A student who has never before been matriculated at SPI must take all 45 credits at SPI.
4. No more than 15 credits taken as a non-matriculated student may apply toward the additional bachelor's degree.
5. At least 15 upper-division credits in the major must be earned at SPI.
6. Of the 45 credits required for the second degree, up to 15 credits may be earned prior to the granting of the first degree, provided the credits are in excess of the minimum (usually 180 quarter credits) required for granting the first degree.
7. All specified requirements for the second degree must be fulfilled. A minimum of 5 Biblical Heritage credits must be taken at SPI as a part of the first or the additional bachelor's degree.
8. The student must apply for admission and be accepted by the school or department in which he/she declares a major. This determines the Catalog under which major requirements will be applied.
9. An additional degree is distinguished from multiple minors within a single degree. To earn multiple majors within a first bachelor's degree, see item 8 under Specific Standards Governing the Completion of a Major.

Writing Courses

Courses designated as writing courses (3000- and 4000-level) offer a substantial component of writing designed to reinforce students' earlier work in writing. At the same time, they provide instruction in the technical and stylistic requirements of writing appropriate to a particular discipline. In these courses students are expected to write at least two papers and a minimum of 5000 words or about 12 pages of final draft prose. Faculty members spend at least one class period providing instruction in writing, and they evaluate student work for both content and form—not only for what is said, but for how it is said. These courses normally provide opportunities for revision as well.

THE FOUNDATIONS AND GENERAL EDUCATION PROGRAM

Based on the Christian Scholar-Servant Model

Seattle Pacific University exists to provide an environment in which Christian scholars—both faculty and students—can grow in scholarship, service, and leadership. The program of foundations and general education at Seattle Pacific is based on this ideal of the Christian scholar-servant. Such a person, whether faculty or student, applies learning to personal development and leadership in human relationships to God, knowledge, others, and creation. The faculty members of SPU commit themselves to such growth. Their goal is to be effective scholars in their disciplines and in the Christian faith. They commit themselves to a process of study and learning that becomes active in their lives through service to Christ. They invite the student to join them in this adventure in the foundations and general education program.

The foundational requirements introduce the student to the ways of understanding God and the world from the perspective of the Scriptures, the world of ideas, the Christian theological tradition, and the personal experience of values and faith development. The insights of Christian thought, meaning and values are focused on understanding the concepts of the liberal arts and professions. Students encounter the values of the Christian faith in terms of their own personal faith development in relationship to Christ. They examine the biblical heritage as the foundation of their relationship to God and the world. They then translate their understanding of the Christian thought and life to their own personal lives and to the needs of human society.

General education requirements, which take the student from self to society, provide the basic understanding of nature and culture that equips the Christian scholar-servant for effective living in today's world. First one must understand oneself as an individual in the process of growth. To fulfill one's personhood, effective interaction with others is essential, requiring well-developed communication skills. Having mastered these skills, the student is prepared to study the four broad domains of human inquiry: society, nature, the fine arts, and the literary arts. To complete the process, the student must develop an understanding of how to integrate creatively into a society undergoing rapid change.

Accordingly, the foundations and general education requirements are designed to develop competencies. *Diagnostic* tests measure basic abilities in math and writing so that entering students can be advised into appropriate courses. Christian scholar-servant should also be competent in articulating bases of the Christian faith, recognizing relationships between Christian faith and living, reasoning, decision-making, inquiry, development of skills in career and appreciation. The program is specifically designed to achieve these and certain other competencies in students. These abilities enable persons to become effective Christian scholars, servants, and leaders.

PROFICIENCY TESTING PROGRAM

All undergraduate students at Seattle Pacific University must demonstrate math and English competency early in their career at SPU and as a condition of graduation. Unless stipulated by their major, post-baccalaureate students are not required to take the proficiency tests. In order to determine competency and assign any necessary remedial coursework, proficiency tests are administered to incoming students. Exams are to be taken before or during the first week of study at the University. Students will not be permitted to have register the second quarter until these tests have been taken or the student registers for all necessary remedial coursework. The tests are administered during Premier Quest (autumn quarter student orientation), and at other times throughout the year.

Math Skills

Competency in basic mathematics is essential in our technologically oriented society. Students are able to demonstrate competency in basic mathematics if they meet any one of the following:

- Receive a quantitative score of 500 or above on the SAT-1 exam, if taken prior to April 1995, if the SAT-1 is taken April 1995 or later, a score of 530 is required.
- Receive a quantitative score of 21 or above on the ACT exam.
- Receive a grade of C (2.0) or better in MAT 1225, Calculus, or its college equivalent. (MAT 1221, Survey of Calculus, does not meet this requirement.)
- Receive a passing score on the University's Math Proficiency Examination.
- Complete all 5 credits of work in MAT 0120 at the required level of proficiency during the first year of enrollment.

The mathematics competency test covers pre-high school mathematics and emphasizes problem solving. An analysis of errors is done and areas of weakness are determined. Any student whose score on this test falls below accepted college entrance level norms will be required to strengthen the first year of weakness through work in MAT 0120 during the first year of registration. Before students are permitted to take any mathematics courses (other than MAT 0120) or any courses using mathematics, they must either pass the mathematics competency test or complete the required work in MAT 0120.

Writing Skills

Competency in standard written English is essential to becoming a liberally educated person and an able Christian communicator. Students may demonstrate competency in basic writing in one of two ways:

- By scoring 500 or more on the SAT-1 verbal test if taken prior to April 1995.
- By scoring 580 or more on the SAT-1 verbal test if taken April 1995 or later.
- By scoring 21 or more on the ACT test.
- By passing the University's English Proficiency Examination. This test includes both a writing sample and a standardized test. The test may be repeated.

Any student whose scores on these tests fall below accepted college entrance levels will be required to make up the deficiency during the first year of registration at SPU through prescribed work in ENG 0101, 0102 and 0105, as their department must take ENG 1105, Writing in College, as their department. Students are permitted to take the general or Written Communication general education requirement course in written communication. ENG 1105, Writing in College, they must demonstrate the written use of standard

English sentences, accurate placement of verbs, pronouns, modifiers in such sentences, and effective diction. For those not able to do this at satisfactory levels, as determined by the tests mentioned above, courses preliminary to the core course are required in English to build these and other writing skills. Satisfactory skill building is necessary before the students may enroll in ENG 1105. Such skill building may take from one to three or more quarters to achieve.

Students are required to demonstrate minimal competence in standard written English as a condition of graduation. Those failing to perform at satisfactory levels must complete additional work in the English writing laboratory until their competence is certified to meet the required minimal standards for graduation.

FOUNDATIONS PROGRAM (15 credits)

1. CHRISTIAN PERSPECTIVES 5 CREDITS

Choose from among the following courses:
PHI 1108 or PHI 5100 Faith and Philosophy (5)
PHI 5340 Values, Faith, and Social Issues (5)*
PHI 5705 Ethics: Theories & Issues (5)
REL 1901 Dynamics of Christian Formation (5)
REL 1610 or REL 5610 Christian Biography (5)
REL 1620 or REL 5620 Christianity in America (5)
REL 1630 or REL 5630 Christianity in the World (5)
To meet Biblical Heritage foundation requirements student may choose option a, b or c.

a. Choose REL 1220 Exploring Biblical Literature, followed by a specific study 3000-level BIL course (except BIL 3101 or BIL 3201) such as BIL 3401 Genesis, BIL 3305 Isaiah, BIL 3401 The Life and Teachings of Jesus, BIL 3402 Acts: Vocation and Vision, BIL 3403 Paul and His Mission.
b. Choose one introduction course (BIL 3101 Old Testament* or BIL 3201 New Testament*) followed by an appropriate specific study 3000-level BIL course.
c. Choose BIL 3101 Old Testament* and BIL 3201 New Testament*.

Option a or b is recommended, although any BIL course may be taken for Biblical heritage credit provided prerequisites are satisfied.

*Can also be taken via media. See limitations on media courses on page 45.

GENERAL EDUCATION PROGRAM

1. WELLNESS 3 CREDITS

Choose from among the following courses:
PSY 1301 Wellness (HIS: 1301, PE 1301) (3)
PSY 2422 Psychology of Personal Growth (3)

2. COMMUNICATION (3-18 credits)

FOREIGN LANGUAGE

The required number of credits is dependent upon previous coursework or demonstrated competency. For a list of specific ways to meet the requirement see the end of this section.

COMPETENCY

Foreign Engineering and ENB students are not required to take foreign language courses. Students entering SPU with an MA degree (Washington State College Transfer Program or Central Washington University) have completed all general education, including foreign language requirements. Students majoring in Classics and Philosophy (and Philosophy) Communication, English, European studies and other majors, please refer to the requirements for the major for additional foreign language requirement.

ORAL OR WRITTEN COMMUNICATION

Choose from among the following courses:

- COM 1101 Intro to Interpersonal Communication (3)
- COM 1501 Public Speaking (3)
- COM 1521 Speaking Before Groups (5)
- ENG 1105 Writing in College (5)
- ENG 1105 Writing to be Read (3)
- ENG 2205 Imaginative Writing (5)
- ENG 2215 Technical Writing (5)
- ENG 2306 Technical Writing (5) [Writing course]
- ENG 2307 Business Writing (5) [Writing course]
- ENG 2308 Professional and Business Writing-M (5)* [Writing course]
- ENG 3305 Advanced Expository Writing (5) [Writing course]

*See limitations on media courses on page 45.

3. SOCIAL SCIENCES (15 credits)

SOCIAL SCIENCES INTEGRATION 5 CREDITS

Choose from among the following courses:
GEO 3170 Geopolitics (POL 3170) (5)
POL 1120 American Gov't & Politics (5)
POL 2330 International Relations (5)
SRS 1110 Self & Society (5)
SRS 1677 Nature of Cycles (5)
SRS 1710 Conflict & Change in the Third World (5)

SOCIAL SCIENCE INTRODUCTIONS 5 CREDITS

Choose from among the following courses:
ANT 1110 General Anthropology (5)
ECN 1100 Fundamentals of Econ (5)
ECN 2101 Macroeconomics (5)*
ECN 2102 Microeconomics (5)*
POL 1110 Intro to Politics (5)
PSY 1180 General Psych (5)
SOC 1110 Intro to Sociology (5)
SOS 2510 or SOS 4310 Foundations of Social Service (5)

*Must take both to fulfill category requirements.

CONTEXTS FOR SOCIETY:

HISTORY/GEOGRAPHY 5 CREDITS

Choose from among the following courses:
GEO 1110 World Regional Geography (5)
GEO 2207 Economic Geography (ECN 2207) (5)
GEO 3305 Urban & Regional Planning (5) [Writing course]
GEO 5107 Urban Geography (5)*
HIS 1201 Medieval Europe (5)*
HIS 1500 Intro to U.S. History (5)
HIS 2452 Modern Global Systems (5)
HIS 3502 The U.S. in 1876 (5)
HIS 3503 The U.S. since 1876 (5)
HIS 3545 Modern Russia (HIS: 3545) (5) [Writing course]
HIS 3440 Int'l Peace & World Order (POL 3440) (5)
HIS 3501 Colonial & Revolutionary America (5) [Writing course]
HIS 3670 American Foreign Relations (POL 3670) (5) [Writing course]
HIS 5720 Rise of Islamic Civilization (5) [Writing course]

*Can also be taken via media. See limitations on media courses on page 45.

195-196

4. NATURAL SCIENCES (15 credits)

NATURAL SCIENCES 10 CREDITS
Must include 5 credits from the Biological Sciences Category and 5 credits from the Physical Sciences Category.

BIOLOGICAL SCIENCES 5 CREDITS
BIO 1100 Bio Science (5)
BIO 1102 Individual & Environment (5)
BIO 1111, BIO 1112, BIO 1113 General Bio (5 each) *

PHYSICAL SCIENCES 5 CREDITS
CHEM 1211, CHEM 1212, CHEM 1213 General Chemistry (5 each)
CHEM 2330 Organic & Biological Chemistry (5)
NMS 1110 Intro to Nature of Science (5)
NMS 1115 Astronomy (5)
NMS 1130 Intro to Geology (5)
PHI 1101, PHI 1102, PHI 1103 General Physics (5 each)
PHI 1121, PHI 1122, PHI 1123 Physics for Sci & Engineering (5 each)

5. QUANTITATIVE REASONING 5 CREDITS

Choose from among the following courses:
BSC 2700 Stats for Bus & Econ (5)
BSC 4004 Biomedical Tech, Measurements & Statistics (5)
MAT 1221 Survey of Calculus (5)
MAT 1225 Calculus I (5)
MAT 1360 Intro to Statistics (BSC 1360) (5)
MAT 1321 Intro to Contemporary Math (5)
MAT 2500 Survey of Mathematics I (5) *

SOC 2360 Intro to Statistics in SBS (PSY 2360) (5)

*Must take both in fulfill category requirements; only for students who complete Education Phase I.

5. LITERATURE AND THE ARTS (20 credits)

LITERATURE CORE 5 CREDITS
Choose from among the following courses:

HUM 1110 Heritage of Europe (5)
HUM 1110 Individual in the Literary World (5)
HUM 3110 Individual in the Literary World-M (5) *

*See limitations on media course on page 45.

LITERATURE OPTIONS 5 CREDITS

Choose from among the following courses:
CLA 3104 Survey of Ancient Greek Lit (5)
CLA 3204 Survey of Classical Latin Lit (LAT 3204) (5) [Writing course]
CLA 3730 Classical Civilization (HIS 3170) (5)
ENG 2233 Issues of Faith in Lit (5)
ENG 3234 Literature by Women (5)
ENG 3236 Shakespeare on Film (5) [Writing course]
ENG 3238 Non-Western Lit (5) [Writing course]
ENG 3334 American Ethnic Lit (5) [Writing course]
EUR 3247 Classics of Eastern Europe Lit (5) [Writing course]
FRE 2102, 2103 Niveau Intermed (5 each)
FRE 3205 Topics in French (5)
GER 2101, 2102, 2103 Das Zweite Jahr (5 each)
GER 3205 Topics in German Language and Literature (5)
HUM 3287 Mythology in Lit (5) [Writing course]
SPN 2101, 2102, 2103 Intermed Spanish (5 each)
SPN 4401 Topics in Spanish Literature (5)
TRE 2420 Theatre & Drama: Tragedy (5) *

TRE 2421 Theatre & Drama: Comedy (5) *

*TRE 2420 and TRE 2421 may be taken for options credit under either Literature or Fine Arts options but may not be used for credit in both.

For education certification students only: EDEd 4516 (5)
Children's Books may be taken toward options credit.

THE FINE ARTS 10 CREDITS

Students are required to select courses from both Fine Arts categories with a minimum of 5 credits and a maximum of 8 credits from the Core.

FINE ARTS CORE 5 CREDITS

Choose from among the following courses:
ART 1180 The Visual Arts (5) *

ART 1181 The Visual Arts Lab (2) *

EUR 3100 Foundations of European Art (2)
FPA 3100 Arts in American Culture (3) *

FPA 1111 Arts in American Culture Lab (2) *

FPA 4100 Arts & Religious Experience (5)
FCS 1710 Design Fundamentals (5)
FCS 8070 History of Costume (5) [Writing course]
MUS 1600 Language & Lit Western Music (5)
MUS 2604 The Enlightened Ear (5)
MUS 2605 Survey of Popular Music (5)
TRE 1110 The Theatre Experience (5)
TRE 3700 Art of Film (5)

*Must take both lecture and lab simultaneously to fulfill category requirements.

FINE ARTS OPTIONS MINIMUM OF 5 CREDITS

Choose from among the following courses:
ART 1102, ART 1103, ART 1104 Drawing Studio (5 each)
ART 2902 Painting Studio-Oil or Acrylic (5)
ART 2422 Metals Studio (5)
ART 2425, ART 3425, ART 4425
Media Studio-Writing (5 each)
ART 2426, ART 3426, ART 4426
Media Studio-Ceramics (5 each)
ART 3602 Hist Ancient Art (5)
ART 3603 Hist Modern Art (5)
ART 3604 Hist Renaissance (5)
ART 3605 Hist Asian Art (5)
ART 3606 Hist African Art (5)
ART 3607 Hist American Art (5) [Writing course]
ART 3609 Photography, History and Criticism (3)
MUS 1250 1251, 1252 Piano Class (1-3)
MUS 1260, 1261 Class Instruction: Voice (1)
MUS 2305, 4305 Women's Choir (1-2)
MUS 2350 or MUS 4350 Concert Choir (1-2) *

MUS 2451 or MUS 4351 Symphonic Wind Ensemble (1-2) *

MUS 2253 or MUS 4353 Symphony Orchestra (1-2) *

MUS 2654 World Music (3)
MUS 2655 World Music Lab (2) (Must be taken simultaneously with MUS 2654)

MUS 3401 Music & Worship (2)
MUS 3602 Music of Opera (3)
MUS 3603 History of Christian Art (5)
MUS 4401 Song of the Church (3)
PHI 4755 Aesthetics Art & Human Values (5)
TRE 1310 Acting I: Fundamentals (5)
TRE 1320 Movement for Performance Artist (2)
TRE 1930, TRE 3930 Performance Practicum (2)
TRE 1931, TRE 3931 Production Practicum (2)
TRE 2420 Theatre & Drama: Tragedy (5) *

TRE 2421 Theatre & Drama: Comedy (5) *

*May be required for up to 5 credits.

**TRE 2420 and TRE 2421 may be taken for options credit under either Literature or Fine Arts but may not be used for credit in both.

Elementary education certification students may take: MUS 5500 Fundamentals of Music for Future Teachers (2), MUS 3501 Elem Meth & Materials (3), or MUS 5502 Music in Special Ed (3) toward Fine Arts credit.

For many students the General Education foreign language competency requirement will be met by taking a one-year course. However, there are several alternative ways of meeting this requirement listed below:

1. Show on your high school transcript that you have completed a third year course in a language (grades 11-12) with a minimum grade of C (2.0) in the final year.

2. Be a native speaker of a language other than English.

3. Obtain a grade of C (2.0) or better in the third quarter or above of an SPJ course in a language other than modern English.

4. Obtain a professional reference attesting to proficiency in a language other than English. For example, a student who has lived for years in another culture might request a reference from a professional who has lived among or worked with the same language/culture group.

5. Transfer a course equivalent to, or more advanced than, 1104 (the third quarter in an elementary-level SPJ course) in a language other than English. The course must have been taken at an accredited post-secondary institution whose credits are accepted for transfer by SPJ. The grade in the transferred course must be C (2.0) or better.

6. Take a proficiency test and achieve a "passing" rating in a language other than English. The test should be administered by a qualified testing center such as a college or university and the results sent to the Office of Registration and Records. If the test is not administered by SPJ, a description of the test with the criteria for achieving a "passing" rating should accompany the results.

7. Enter SPJ with Advanced Placement Credits in a language other than English.

8. Take a CLEP test in a language other than English. A score in the 50th percentile on a CLEP test is the minimum accepted by SPJ.

9. American Sign Language (ASL) which has been taken at the college or university level may be used to fulfill the SPJ foreign language requirement if the time spent in classroom instruction is equal to the 15 credit requirement. No other forms of sign language satisfy the requirement.

Note: The languages offered through the regular curriculum are French, German, Latin, Russian and Spanish. Other languages are offered by through the Division of Continuing Studies in affiliation with the Washington Academy of Languages. A student wishing to meet the GE language requirement by a competency test in a language other than one which is part of the regular curriculum will be assessed a fee if SPJ arranges for the test in a language not taught at SPJ.

Foreign Language Substitution Policy for Documented Disability

Qualifying students with current professional documentation of a disability which specifically certifies that the student is unable to complete a study of a foreign language may be able to fulfill the Foreign Language Substitution Policy as an equivalent to the general education foreign language requirement. Contact the Center for Special Populations for more information.

Former Foundations And General Education Requirements

A new general education program went into effect starting 1991-1992. For students matriculated under those earlier catalog requirements it may be necessary to approve substitute courses currently taught for courses which have been eliminated. Students may apply or exchange any foundation or general education requirement which has been approved by the Undergraduate Policy and Evaluation Committee for any post or subsequent catalog. Provide the specific categories have not undergone significant changes. Assistance in this process is available from the counselors in the Office of Registration and Records. Students may choose as an alternative to fulfill the requirements of the Catalog of the year in which they graduate. See the University's Library or Office of Registration and Records for a set of reference catalogs.

Graduation Requirements Checklist

Students may wish to track their progress toward graduation by taking their quarterly grade reports, along with the General Education/Foundation section of the catalog and filling out the appropriate completed courses on the Graduation Requirements checklist on the following page.

Writing Competency

Prior to their first quarter at SPU, students coming directly from high school will have a writing score assigned them based on pre-college indicators.

Note: English composition credits awarded for AP, CLEP, and IB exams will exempt students from having a writing score assigned, as will credit awarded for a college composition course in which a grade of at least C [2.0] is earned.

Transfer students who have not already taken and passed, with a grade of C (2.0) or better, a college-level composition course must take the English Placement Test. To do so, they may contact the [English Department](#) at 206-281-2036 to arrange testing. Students will not be permitted to register for their second quarter at SPU until the English Placement Test has been taken.

- Students whose scores indicate that they can write minimally at the college level but need a writing course in order to succeed in college will be required to take ENG 2201 Intermediate College Writing.
- Students whose score indicates they do not yet write on the college level will be required to enroll in a designated section of ENG 2201 Intermediate College Writing and simultaneously to work with a tutor in the Writing Center.

All required coursework in writing must be completed by the end of a student's first three quarters at SPU.

Writing ("W") Courses

Courses designated as writing courses (3000- and 4000-level) offer a substantial component of writing designed to reinforce students' earlier work in writing. At the same time, they provide instruction in the technical and stylistic requirements of writing appropriate to a particular discipline.

In these courses, students are expected to write at least two papers and a minimum of 3,000 words or about 12 pages of final draft prose. Faculty members spend at least one class period providing instruction in writing, and they evaluate written work for both content and form — not only for what is said, but also for how it is said. These courses normally provide opportunities for revision as well.

USEM 1000:

This seminar introduces first-year college students to the liberal arts at a Christian university through the investigation of a special topic. Students will write, speak, and practice critical thinking, participate in group projects, and use electronic and print learning resources. As an introduction to university life, the seminar helps students explore the meaning of Christian vocation and develop a love of learning. Seminar instructors will serve as faculty advisor to students in their seminar through the freshman year. Descriptions of particular seminars are available in the yearly class schedule.

All Current SPU College Writing Courses

ENG 2201: Intermediate College Writing (3)

Prerequisite: Score of two, three or four in Writing Placement. Improves upon elementary college-writing skills through readings, discussion, and the assignment of writing tasks typically found in college coursework. Tutorial sessions in the Writing Center may be required.

Attributes: *Writing Skills Competency*

ENG 3301: Advanced Expository Writing (3)

Prerequisite: ENG 2201 or score of five to six in Writing Placement. Moves students beyond the academic essay and shows them techniques for addressing an audience beyond the academy. Focuses on the exploratory, open-ended essay as a lens for examining topics chosen by students in consultation with the instructor.

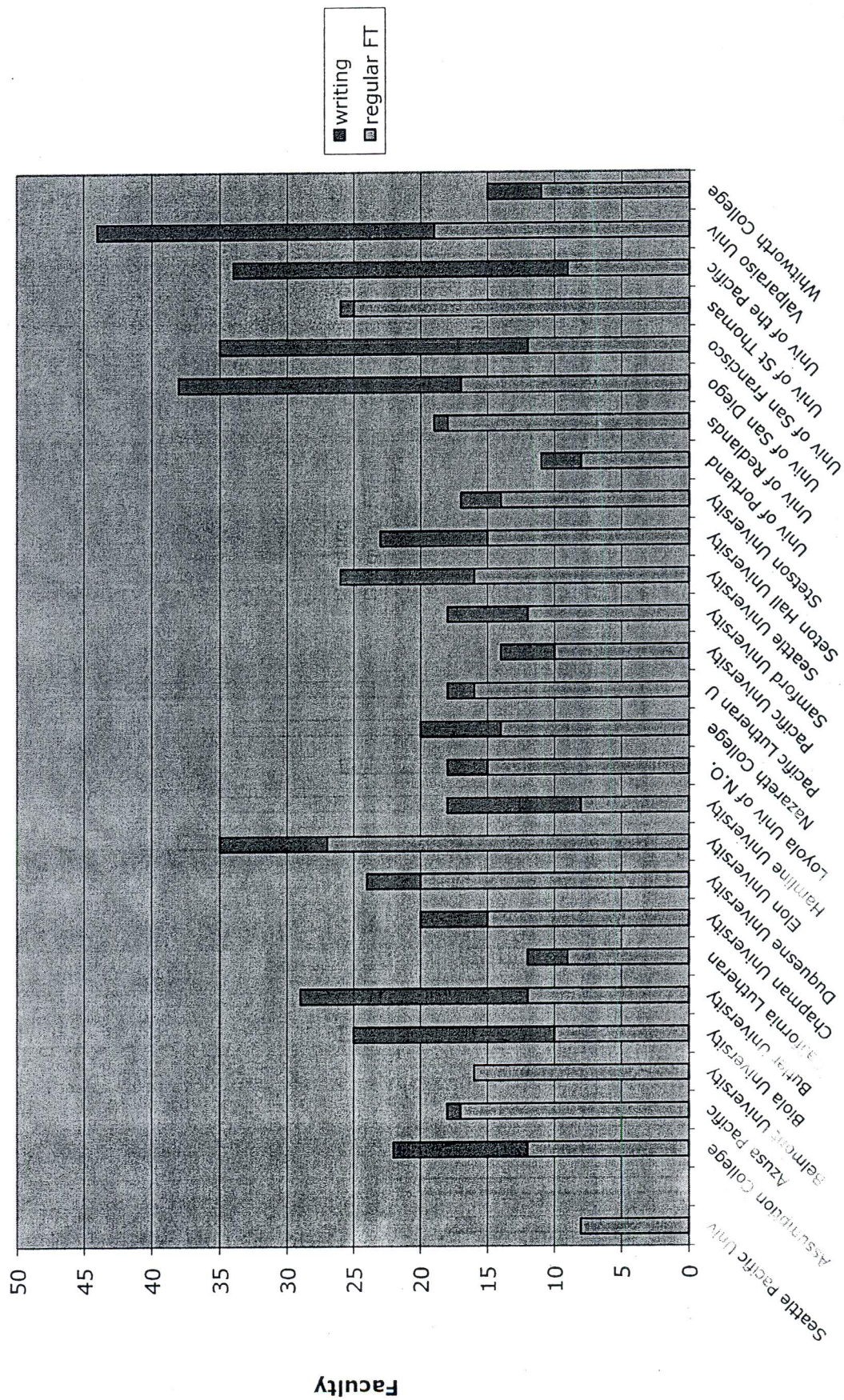
Attributes: *Upper-Division, Writing "W" Course, Writing Skills Competency*

**Typical Writing Faculty Staffing
at
Peer and Comparable Universities**

**Peer Institution
Comparison
ENGLISH
(2006)**

	total UG	all-student writing req?	English regular FT faculty	English writing faculty
Seattle Pacific Univ	3007	no	8	0
Assumption College	2172	yes	12	10 lecturer, visiting instructor
Azusa Pacific	4858	yes	17	1 lecturer
Belmont University	4174	yes	16	0
Biola University	3657	yes	10	15 PT instructor
Butler University	3825	yes	12	17 3 FT lecturer, 14 PT adjunct
California Lutheran	2196	yes	9	3 lecturer, adjunct
Chapman University	3864	yes	15	5 lecturer, instructor
Duquesne University	5907	yes	20	4 instructor
Elon University	4992	yes	27	8 lecturer
Hamline University	1959	yes	8	10 regular adjunct instructor
Loyola Univ of N.O.	2980	yes	15	3 lecturer
Nazareth College	2167	yes	14	6 lecturer
Pacific Lutheran U	3349	yes	16	2 lecturer
Pacific University	1500	yes	10	4 instructor
Samford University	2715	yes	12	6 4 visiting asst prof, 2 instructor
Seattle University	4160	yes	16	10 lecturer, visiting asst prof
Seton Hall University	5300	yes	15	8 instructor, sr. faculty associate
Stetson University	2260	yes	14	3 lecturer
Univ of Portland	2997	"embedded"	8	3 lecturer, adjunct instructor
Univ of Redlands	2450	yes	18	1 lecturer
Univ of San Diego	5119	yes	17	21 lecturer, instructor, visiting asst prof
Univ of San Francisco	5477	yes	12	23 PT instructor
Univ of St Thomas	6164	yes	25	1 instructor
Univ of the Pacific	3457	yes	9	25 seminar instructors
Valparaiso Univ	4000	yes	19	25 core faculty from across university
Whitworth College	2394	?	11	4 lecturer, adjunct instructor
		AVERAGE=	15	8

English Peer Institution Comparison 2009-10



**Disciplinary Standards
and Recommendations
for University Writing Programs**

**National Council of Teachers of English**

A Professional Association of Educators in English Studies, Literacy, and Language Arts

Issue Brief: Writing Programs

Joseph Janangelo

Loyola University of Chicago

jjanang@luc.edu [<mailto:jjanang@luc.edu>]

Writing Programs are physical and online spaces that help students write effectively for audiences both within and beyond the academy, develop their abilities as rhetors, and do their best work by composing and revising texts based on academic and self-sponsored literacy projects. The National Council of Writing Program Administrators (CWPA) represents teachers and researchers whose teaching and scholarship focus on intellectual and pedagogical aspects of writing programs and their administration. Its goal is to provide resources, support, and services on matters attendant to the administration of writing programs. Writing programs, for CWPA's purposes, specifically include all writing-across-the-disciplines programs, writing centers, and writing courses with multiple sections.

Leading Journals

Assessing Writing: An International Journal <http://www.elsevier.com/wps/find/journaldescription.authors/620369/description#description> [<http://www.elsevier.com/wps/find/journaldescription.authors/620369/description#description>]

College Composition and Communication <http://www1.ncte.org/store/journals/105392.htm> [<http://www1.ncte.org/store/journals/105392.htm>]

College English <http://www.ncte.org/journals/ce> [<http://www.ncte.org/journals/ce>]

Computers and Composition <http://computersandcomposition.osu.edu> [<http://computersandcomposition.osu.edu>]

Computers and Composition Online <http://www.bgsu.edu/cconline/home.htm> [<http://www.bgsu.edu/cconline/home.htm>]

Journal of Second Language Writing <http://www.jslw.org> [<http://www.jslw.org>]

Journal of Teaching Writing <http://www.iupui.edu/~jtw/> [<http://www.iupui.edu/~jtw/>]

Kairos A Journal of Rhetoric, Technology, and Pedagogy <http://english.ttu.edu/Kairos/> [<http://english.ttu.edu/Kairos/>]

Teaching English in The Two-Year College Journal <http://www1.ncte.org/store/journals/college/105397.htm> [<http://www1.ncte.org/store/journals/college/105397.htm>]

WPA; Writing Program Administration <http://www.wpacouncil.org/journal/index.html> [<http://www.wpacouncil.org/journal/index.html>]

Writing Center Journal <http://www.english.udel.edu/wcj/> [<http://www.english.udel.edu/wcj/>]

Young Scholars in Writing <http://www.bk.psu.edu/Academics/Degrees/26432.htm> [<http://www.bk.psu.edu/Academics/Degrees/26432.htm>]

Relevant Organizations

American Association of University Professors <http://www.aaup.org/aaup> [<http://www.aaup.org/aaup>]

Association of American Colleges and Universities <http://www.aacu.org> [<http://www.aacu.org>]

CCCC Committee on Second Language Writing <http://www.ncte.org/cccc/committees/secondlang> [<http://www.ncte.org/cccc/committees/secondlang>]

Council of Writing Program Administrators <http://wpacouncil.org> [<http://wpacouncil.org>]

Electronic Portfolio Action and Communication <http://epac.pbworks.com> [<http://epac.pbworks.com>]

International Writing Centers Association <http://writingcenters.org> [<http://writingcenters.org>]

National Council of Teachers of English <http://www.ncte.org> [<http://www.ncte.org>]

National Writing Project <http://www.nwp.org> [<http://www.nwp.org>]

NCTE Assembly on Computers in English <http://aceworkshop.org> [<http://aceworkshop.org>]

Two-Year College English Association <http://www.ncte.org/tyca/membership> [<http://www.ncte.org/tyca/membership>]

Relevant Web Sites

CompPile http://comppile.org/search/comppile_main_search.php [http://comppile.org/search/comppile_main_search.php]

WPA Network for Media Action <http://www.wpacouncil.org/nma> [<http://www.wpacouncil.org/nma>]

National Conversation on Writing <http://ncow.org/site/> [<http://ncow.org/site/>]

The WAC Clearing House <http://wac.colostate.edu> [<http://wac.colostate.edu>]

Relevant Email Discussion Lists

Symposium on Second Language Writing <http://sslw.asu.edu> [<http://sslw.asu.edu>]

WPA-L WPA-L@ASU.EDU <http://lists.asu.edu/cgi-bin/wa?SUBED1=wpa-l&A=1> [<http://lists.asu.edu/cgi-bin/wa?SUBED1=wpa-l&A=1>]

WCenter-L <http://writingcenters.org/resources/starting-a-writing-cente/#Mail> [<http://writingcenters.org/resources/starting-a-writing-cente/#Mail>]

Comments

Most Recent Comments (0 Total Posts)

There are no comment postings on this page yet.

Copyright © 1998-2012 National Council of Teachers of English. All rights reserved in all media.

1111 W. Kenyon Road, Urbana, Illinois 61801-1096 Phone: 217-328-3870 or 877-369-6283

Looking for information? Browse our [FAQs](http://www.ncte.org/faq) [<http://www.ncte.org/faq>], tour our [sitemap](http://www.ncte.org/sitemap) [<http://www.ncte.org/sitemap>] and [store sitemap](https://secure.ncte.org/store/sitemap) [<https://secure.ncte.org/store/sitemap>], or [contact NCTE](http://www.ncte.org/contact) [<http://www.ncte.org/contact>]

Read our [Privacy Policy](http://www.ncte.org/privacy) [<http://www.ncte.org/privacy>] Statement and [Links Policy](http://www.ncte.org/links) [<http://www.ncte.org/links>]. Use of this site signifies your agreement to the [Terms of Use](http://www.ncte.org/terms) [<http://www.ncte.org/terms>]

This document was printed from <http://www.ncte.org/college/briefs/wp>.

CCCC Position Statement

A statement on an education issue approved by the CCCC Executive Committee

Writing Assessment: A Position Statement

Prepared by CCCC Committee on Assessment, November 2006 (revised March 2009)

Introduction

Writing assessment can be used for a variety of appropriate purposes, both inside the classroom and outside: providing assistance to students, awarding a grade, placing students in appropriate courses, allowing them to exit a course or sequence of courses, certifying proficiency, and evaluating programs-- to name some of the more obvious. Given the high stakes nature of many of these assessment purposes, it is crucial that assessment practices be guided by sound principles to insure that they are valid, fair, and appropriate to the context and purposes for which they designed. This position statement aims to provide that guidance.

In spite of the diverse uses to which writing assessment is put, the general principles undergirding it are similar:

Assessments of written literacy should be designed and evaluated by well-informed current or future teachers of the students being assessed, for purposes clearly understood by all the participants; should elicit from student writers a variety of pieces, preferably over a substantial period of time; should encourage and reinforce good teaching practices; and should be solidly grounded in the latest research on language learning as well as accepted best assessment practices.

Guiding Principles for Assessment

1. Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

As a result...

A. Best assessment practice is informed by pedagogical and curricular goals, which are in turn formatively affected by the assessment. Teachers or administrators designing assessments should ground the assessment in the classroom, program or departmental context. The goals or outcomes assessed should lead to assessment data which is fed back to those involved with the regular activities assessed so that assessment results may be used to make changes in practice.

B. Best assessment practice is undertaken in response to local goals, not external pressures. Even when external forces require assessment, the local community must assert control of the assessment process, including selection of the assessment instrument and criteria.

C. Best assessment practice provides regular professional development opportunities. Colleges, universities, and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations.

2. Writing is by definition social. Learning to write entails learning to accomplish a range of purposes for a range of audiences in a range of settings.

As a result...

A. Best assessment practice engages students in contextualized, meaningful writing. The assessment of writing must strive to set up writing tasks and situations that identify purposes appropriate to and appealing to the

particular students being tested. Additionally, assessment must be contextualized in terms of why, where, and for what purpose it is being undertaken; this context must also be clear to the students being assessed and to all stakeholders.

B. Best assessment practice supports and harmonizes with what practice and research have demonstrated to be effective ways of teaching writing. What is easiest to measure—often by means of a multiple choice test—may correspond least to good writing; choosing a correct response from a set of possible answers is not composing. As important, just asking students to write does not make the assessment instrument a good one.

Essay tests that ask students to form and articulate opinions about some important issue, for instance, without time to reflect, talk to others, read on the subject, revise, and have a human audience promote distorted notions of what writing is. They also encourage poor teaching and little learning. Even teachers who recognize and employ the methods used by real writers in working with students can find their best efforts undercut by assessments such as these.

C. Best assessment practice is direct assessment by human readers. Assessment that isolates students and forbids discussion and feedback from others conflicts with what we know about language use and the benefits of social interaction during the writing process; it also is out of step with much classroom practice. Direct assessment in the classroom should provide response that serves formative purposes, helping writers develop and shape ideas, as well as organize, craft sentences, and edit. As stated by the CCCC Position Statement on Teaching, Learning, and Assessing Writing in Digital Environments, “we oppose the use of machine-scored writing in the assessment of writing.” Automated assessment programs do not respond as human readers. While they may promise consistency, they distort the very nature of writing as a complex and context-rich interaction between people. They simplify writing in ways that can mislead writers to focus more on structure and grammar than on what they are saying by using a given structure and style.

3. Any individual's writing ability is a sum of a variety of skills employed in a diversity of contexts, and individual ability fluctuates unevenly among these varieties.

As a result...

A. Best assessment practice uses multiple measures. One piece of writing—even if it is generated under the most desirable conditions—can never serve as an indicator of overall writing ability, particularly for high-stakes decisions. Ideally, writing ability must be assessed by more than one piece of writing, in more than one genre, written on different occasions, for different audiences, and responded to and evaluated by multiple readers as part of a substantial and sustained writing process.

B. Best assessment practice respects language variety and diversity and assesses writing on the basis of effectiveness for readers, acknowledging that as purposes vary, criteria will as well. Standardized tests that rely more on identifying grammatical and stylistic errors than authentic rhetorical choices disadvantage students whose home dialect is not the dominant dialect. Assessing authentic acts of writing simultaneously raises performance standards and provides multiple avenues to success. Thus students are not arbitrarily punished for linguistic differences that in some contexts make them more, not less, effective communicators. Furthermore, assessments that are keyed closely to an American cultural context may disadvantage second language writers. The CCCC Statement on Second Language Writing and Writers calls on us “to recognize the regular presence of second-language writers in writing classes, to understand their characteristics, and to develop instructional and administrative practices that are sensitive to their linguistic and cultural needs.” Best assessment practice responds to this call by creating assessments that are sensitive to the language varieties in use among the local population and sensitive to the context-specific outcomes being assessed.

C. Best assessment practice includes assessment by peers, instructors, and the student writer himself or herself. Valid assessment requires combining multiple perspectives on a performance and generating an overall assessment out of the combined descriptions of those multiple perspectives. As a result, assessments should include formative and summative assessments from all these kinds of readers. Reflection by the writer on her or his own writing processes and performances holds particular promise as a way of generating knowledge about writing and increasing the ability to write successfully.

4. Perceptions of writing are shaped by the methods and criteria used to assess writing.

As a result...

A. The methods and criteria that readers use to assess writing should be locally developed, deriving from the particular context and purposes for the writing being assessed. The individual writing program, institution, or consortium, should be recognized as a community of interpreters whose knowledge of context and purpose is integral to the assessment. There is no test which can be used in all environments for all purposes, and the best assessment for any group of students must be locally determined and may well be locally designed.

B. Best assessment practice clearly communicates what is valued and expected, and does not distort the nature of writing or writing practices. If ability to compose for various audiences is valued, then an assessment will assess this capability. For other contexts and purposes, other writing abilities might be valued, for instance, to develop a position on the basis of reading multiple sources or to compose a multi-media piece, using text and images. Values and purposes should drive assessment, not the reverse. A corollary to this statement is that assessment practices and criteria should change as conceptions of texts and values change.

C. Best assessment practice enables students to demonstrate what they do well in writing. Standardized tests tend to focus on readily accessed features of the language (grammatical correctness, stylistic choices) and on error rather than on the appropriateness of the rhetorical choices that have been made. Consequently, the outcome of such assessments is negative: students are said to demonstrate what they do wrong with language rather than what they do well. Quality assessments will provide the opportunity for students to demonstrate the ways they can write, displaying the strategies or skills taught in the relevant environment.

5. Assessment programs should be solidly grounded in the latest research on learning, writing, and assessment.

As a result...

A. Best assessment practice results from careful consideration of the costs and benefits of the range of available approaches. It may be tempting to choose an inexpensive, quick assessment, but decision-makers should consider the impact of assessment methods on students, faculty, and programs. The return on investment from the direct assessment of writing by instructor-evaluators includes student learning, professional development of faculty, and program development. These benefits far outweigh the presumed benefits of cost, speed, and simplicity that machine scoring might seem to promise.

B. Best assessment practice is continually under review and subject to change by well-informed faculty, administrators, and legislators. Anyone charged with the responsibility of designing an assessment program must be cognizant of the relevant research and must stay abreast of developments in the field. The theory and practice of writing assessment is continually informed by significant publications in professional journals and by presentations at regional and national conferences. The easy availability of this research to practitioners makes ignorance of its content reprehensible.

Applications to Assessment Settings

The guiding principles apply to assessment conducting in any setting. In addition, we offer the following guidelines for situations that may be encountered in specific settings.

Assessment in the Classroom

In a course context, writing assessment should be part of the highly social activity within the community of faculty and students in the class. This social activity includes:

- a period of ungraded work (prior to the completion of graded work) that receives response from multiple readers, including peer reviewers,
- assessment of texts—from initial through to final drafts—by human readers, and
- more than one opportunity to demonstrate outcomes.

Self-assessment should also be encouraged. Assessment practices and criteria should match the particular kind of text being created and its purpose. These criteria should be clearly communicated to students in advance so that the students can be guided by the criteria while writing.

Assessment for Placement

Placement criteria in the most responsible programs will be clearly connected to any differences in the available courses. Experienced instructor-evaluators can most effectively make a judgment regarding which course would best serve each student's needs and assign each student to the appropriate course. If scoring systems are used, scores should derive from criteria that grow out of the work of the courses into which students are being placed.

Decision-makers should carefully weigh the educational costs and benefits of timed tests, portfolios, directed self placement, etc. In the minds of those assessed, each of these methods implicitly establishes its value over that of others, so the first impact is likely to be on what students come to believe about writing. For example, timed writing may suggest to students that writing always cramps one for time and that real writing is always a test. Machine-scored tests may focus students on error-correction rather than on effective communication. In contrast, the value of portfolio assessment is that it honors the processes by which writers develop their ideas and re-negotiate how their communications are heard within a language community.

Students should have the right to weigh in on their assessment. Self-placement without direction may become merely a right to fail, whereas *directed* self-placement, either alone or in combination with other methods, provides not only useful information but also involves and invests the student in making effective life decisions.

If for financial or even programmatic reasons the initial method of placement is somewhat reductive, instructors of record should create an opportunity early in the semester to review and change students' placement assignments, and uniform procedures should be established to facilitate the easy re-placement of improperly placed students. Even when the placement process entails direct assessment of writing, the system should accommodate the possibility of improper placement. If assessment employs machine scoring, whether of actual writing or of items designed to elicit error, it is particularly essential that every effort be made through statistical verification to see that students, individually and collectively, are placed in courses that can appropriately address their skills and abilities.

Placement processes should be continually assessed and revised in accord with course content and overall program goals. This is especially important when machine-scored assessments are used. Using methods that are employed uniformly, teachers of record should verify that students are appropriately placed. If students are placed according to scores on such tests, the ranges of placement must be revisited regularly to accommodate changes in curricula and shifts in the abilities of the student population.

Assessment of Proficiency

Proficiency or exit assessment involves high stakes for students. In this context, assessments that make use of substantial and sustained writing processes are especially important.

Judgments of proficiency must also be made on the basis of performances in multiple and varied writing situations (for example, a variety of topics, audiences, purposes, genres).

The assessment criteria should be clearly connected to desired outcomes. When proficiency is being determined, the assessment should be informed by such things as the core abilities adopted by the institution, the course outcomes established for a program, and/or the stated outcomes of a single course or class. Assessments that do not address such outcomes lack validity in determining proficiency.

The higher the stakes, the more important it is that assessment be direct rather than indirect, based on actual writing rather than on answers on multiple-choice tests, and evaluated by people involved in the instruction of the student rather than via machine scoring. To evaluate the proficiency of a writer on other criteria than multiple writing tasks and situations is essentially disrespectful of the writer.

Assessment of Programs

Program assessment refers to evaluations of performance in a large group, such as students in a multi-section course or majors graduating from a department. Because assessment offers information about student performance and the factors which affect that performance, it is an important way for programs or departments to monitor and develop their practice.

Programs and departments should see themselves as communities of professionals whose assessment activities reveal common values, provide opportunities for inquiry and debate about unsettled issues, and communicate measures of effectiveness to those inside and outside the program. Members of the community are in the best position to guide decisions about what assessments will best inform that community. It is important to bear in mind that random sampling of students can often provide large-scale information and that regular assessment should affect practice.

Assessment for School Admission

Admissions tests are not only high stakes for students, they are also an extremely important component for educational institutions determining if they and a student are an appropriate match. Consequently, where students' writing ability is a factor in the admissions decision, the writing assessments should consist of direct measures of actual writing. Moreover, the assessment should consist of multiple writing tasks and should allow sufficient time for a student to engage in all stages of the writing process.

Assessments should be appropriate to educational institutions' distinctive missions and student populations, although similar institutions may collaborate to create assessments. Assessment should be developed in consultation with high school writing teachers.

This position statement may be printed, copied, and disseminated without permission from NCTE.

Copyright © 1998-2012 National Council of Teachers of English. All rights reserved in all media.

1111 W. Kenyon Road, Urbana, Illinois 61801-1096 Phone: 217-328-3870 or 877-369-6283

Looking for information? Browse our [FAQs \[http://www.ncte.org/faq\]](http://www.ncte.org/faq), tour our [sitemap \[http://www.ncte.org/sitemap\]](http://www.ncte.org/sitemap) and [store sitemap \[https://secure.ncte.org/store/sitemap\]](https://secure.ncte.org/store/sitemap), or contact NCTE [\[http://www.ncte.org/contact\]](http://www.ncte.org/contact)

Read our [Privacy Policy \[http://www.ncte.org/privacy\]](http://www.ncte.org/privacy) Statement and [Links Policy \[http://www.ncte.org/links\]](http://www.ncte.org/links). Use of this site signifies your agreement to the [Terms of Use \[http://www.ncte.org/terms\]](http://www.ncte.org/terms)

This document was printed from <http://www.ncte.org/cccc/resources/positions/writingassessment>.

NCTE National Council of Teachers of English

A Professional Association of Educators in English Studies, Literacy, and Language Arts



Standards for the Assessment of Reading and Writing, Revised Edition (2009)

Quality assessment is a process of inquiry. It requires gathering information and setting conditions so that the classroom, school, and community become centers of inquiry where students, teachers, and other stakeholders can examine their learning—individually and collaboratively—and find ways to improve their practice.

In Fall 2007, the National Council of Teachers of English and the [International Reading Association](http://www.reading.org) (<http://www.reading.org>) appointed a Joint Task Force on Assessment to update the *Standards for the Assessment of Reading and Writing*, originally published by the two organizations in 1994. The revised document aims to improve the quality of assessment by providing standards to guide decisions about assessing the teaching and learning of literacy in 21st-century classrooms.

The standards rest on understandings about assessment, language, and literacy generated by research over the past 40 years. A brief conceptual framework is presented in the introduction. Each standard, accessible from the links below and from links in the left menu, opens with a brief explanatory paragraph, followed by an expanded discussion of the standard. The document also includes brief case studies that make the implications of the standards concrete.

The document is also available for purchase in [book form](https://secure.ncte.org/store/assessment-standards-revised). (<https://secure.ncte.org/store/assessment-standards-revised>)

[Introduction](http://www.ncte.org/standards/assessmentstandards/introduction) (<http://www.ncte.org/standards/assessmentstandards/introduction>)

The Standards

1. [The interests of the student are paramount in assessment](http://www.ncte.org/standards/assessmentstandards/standard1) (<http://www.ncte.org/standards/assessmentstandards/standard1>).
2. [The teacher is the most important agent of assessment.](http://www.ncte.org/standards/assessmentstandards/standard2) (<http://www.ncte.org/standards/assessmentstandards/standard2>)
3. [The primary purpose of assessment is to improve teaching and learning.](http://www.ncte.org/standards/assessmentstandards/standard3) (<http://www.ncte.org/standards/assessmentstandards/standard3>)
4. [Assessment must reflect and allow for critical inquiry into curriculum and instruction.](http://www.ncte.org/standards/assessmentstandards/standard4) (<http://www.ncte.org/standards/assessmentstandards/standard4>)
5. [Assessment must recognize and reflect the intellectually and socially complex nature of reading and writing and the important roles of school, home, and society in literacy development.](http://www.ncte.org/standards/assessmentstandards/standard5) (<http://www.ncte.org/standards/assessmentstandards/standard5>)
6. [Assessment must be fair and equitable.](http://www.ncte.org/standards/assessmentstandards/standard6) (<http://www.ncte.org/standards/assessmentstandards/standard6>)
7. [The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.](http://www.ncte.org/standards/assessmentstandards/standard7) (<http://www.ncte.org/standards/assessmentstandards/standard7>)
8. [The assessment process should involve multiple perspectives and sources of data.](http://www.ncte.org/standards/assessmentstandards/standard8) (<http://www.ncte.org/standards/assessmentstandards/standard8>)
9. [Assessment must be based in the local school learning community, including active and essential participation of families and community members.](http://www.ncte.org/standards/assessmentstandards/standard9) (<http://www.ncte.org/standards/assessmentstandards/standard9>)

10. All stakeholders in the educational community—students, families, teachers, administrators, policymakers, and the public—must have an equal voice in the development, interpretation, and reporting of assessment information. [<http://www.ncte.org/standards/assessmentstandards/standard10>]
11. Families must be involved as active, essential participants in the assessment process. [<http://www.ncte.org/standards/assessmentstandards/standard11>]

Case Studies 1 & 2: National Monitoring of Education [<http://www.ncte.org/standards/assessmentstandards/casestudiesa>]

Case Studies 3 & 4: School and Classroom Assessments: Response to Intervention in the United States [<http://www.ncte.org/standards/assessmentstandards/casestudiesb>]

Glossary [<http://www.ncte.org/standards/assessmentstandards/glossary>]

Members of the NCTE-IRA Joint Task Force on Assessment

[<http://www.ncte.org/standards/assessmentstandards/taskforce>]

Comments

Most Recent Comments (1 Total Posts)

Posted By: Anonymous User on 3/16/2010 11:02:19 AM

LOVE that you've done this IRA and NCTE. Thank you. I'm sharing with my legislators!

Copyright © 1998-2012 National Council of Teachers of English. All rights reserved in all media.

1111 W. Kenyon Road, Urbana, Illinois 61801-1096 Phone: 217-328-3870 or 877-369-6283

Looking for information? Browse our [FAQs](http://www.ncte.org/faq) [<http://www.ncte.org/faq>], tour our [sitemap](http://www.ncte.org/sitemap) [<http://www.ncte.org/sitemap>] and [store sitemap](https://secure.ncte.org/store/sitemap) [<https://secure.ncte.org/store/sitemap>], or [contact NCTE](http://www.ncte.org/contact) [<http://www.ncte.org/contact>]

Read our [Privacy Policy](http://www.ncte.org/privacy) [<http://www.ncte.org/privacy>] Statement and [Links Policy](http://www.ncte.org/links) [<http://www.ncte.org/links>]. Use of this site signifies your agreement to the [Terms of Use](http://www.ncte.org/terms) [<http://www.ncte.org/terms>]

This document was printed from <http://www.ncte.org/standards/assessmentstandards>.