School of Theoretical and Applied Sciences
Writing Intensive Policy

BIOLOGY and BIOINFORMATICS

The writing intensive courses in these programs of study will satisfy all of the following criteria:

- The course will emphasize the process of original writing.
- The course will have multiple writing assignments or a comprehensive project report.
- Students of the writing intensive course will be educated about plagiarism via clear instructions in the class. A clear policy for plagiarism will be provided in the syllabus and with the assignment.
- At least one assignment will be written as a scientific paper and include appropriate sections like Introduction, Hypothesis, Results, Discussion, and will cite appropriate outside sources as Bibliographic References in one of the standard citation formats.
- Each assignment could be submitted as a hard copy, electronic version of the document, in the form of a website, or another appropriate electronic format.
- Students will have the opportunity to revise some of the writing after receiving faculty feedback
- A clear and detailed grading policy for the writing assignments will be included in the syllabus or provided to students with the assignment.

CHEMISTRY

Classes designated with a laboratory component:

- Students will write a minimum of three (3) formal lab reports.
- Each report will consist of approximately ten (10) pages.
- Reports to be written in the American Chemical Society (ACS) format, including appropriate citation of academic publications.
- Submitted documents may be revised and re-submitted after receiving feedback from the instructor.
- Ongoing revisions/modifications are made throughout the semester on each subsequent lab report based on instructor feedback.
- Reports to be submitted as requested by the instructor, either in hard copy form, electronically or via 'turnitin.com'.
- Instances of academic dishonesty will potentially result in a failing grade for the course and possible disciplinary action.
- A specific Grading Policy and Grading Rubric will be used for reports.

Classes designated as lecture only will follow the guidelines of Biology above.

COMPUTER SCIENCE

The convening group of the Computer Science Major recommends the following elements for its WI courses.

- Each student will complete multiple papers and/or oral presentations during the semester.
- The students will have feedback on their papers and be provided with an opportunity to revise.
- The importance of good writing in their academic and professional careers will be emphasized.
- The course will discuss the elements of writing good technical papers. These include:
    - The process of preparing to write a paper (E.g. gathering information, outlining, and writing drafts)
    - The format – professional, concise, and well-organized
    - Clarity of the presentation.
    - Precise use of words (avoiding ambiguity), special care to define key terms to the reader.
    - The use of the third person rather than first person
    - Following acceptable technical and scientific conventions (i.e. citations)

ENGINEERING PHYSICS

- Students will write a minimum of three (3) formal lab reports.
- Reports to be written in the American Physical Society's (APS) format as outlined in: https://publish.aps.org/files/styleguide-pr.pdf.
- Submitted documents will be revised and re-submitted after receiving feedback from the instructor.
- Ongoing revisions/modifications are made throughout the semester on each subsequent lab report based on instructor feedback.
- Reports to be submitted as provided by the instructor, either in hard copy form or electronically.
- Instances of academic dishonesty will potentially result in a failing grade for the course and possible disciplinary action.
- A specific Grading Policy and Grading Rubric specified by the instructor will be used for reports and will be provided to students with the assignment.

ENVIRONMENTAL SCIENCE

The WAC for the Environmental Science program requires students to complete at least three different WI courses, encompassing several different types of written work; most types are addressed by more than one course and at more than one level. Each course is required to have a minimum of at least two writing assignments. At least one of the assignments must include the effective incorporation of primary literature (APA format), a thesis/proposal development stage, and the opportunity for students to revise based on feedback from the instructor.

The courses are required to include following writing assignments:

- Literature review papers (technical papers) – GEOL 105, GEOL 326, ENSC 416
- Writing for the general public (e.g. press release / news story / executive summary: appropriate for a lay audience) – GEOL 326, ESNC 416
- Research poster (technical; based on original research) – ENSC 416
- Laboratory reports - GEOL 105, GEOL 326
- Field reports – GEOL 326

MATHEMATICS

- WI courses will have at least 3 writing assignments.

- Students in a Writing Intensive course will receive feedback on written work during the semester and will have the opportunity to edit, revise, and resubmit some written work, as determined by the professor.
- The revision policy—including revision schedule and grading policy for multiple drafts—will be included in the syllabus.

NURSING

1. Types of assignment: Students will produce evidence-based writing assignments in WI courses that are critical to the profession of nursing. These include but are not limited to academic papers, concept maps, care plans, or self-authored case studies. Each WI course will consist of at least 2 assignments, one short (minor) and one of greater length (major). The minor assignment should be due early on in the semester and should contribute to the major assignment, which is considered the culminating assignment of the semester. For example, if the student chooses to write a major paper about the effects of horizontal incivility in the nursing workplace, the smaller paper could be a literature review on the subject. In another example, a student could author an evolving case study based on an evidence-based concept map produced earlier in the semester.

2. Expectations of writing: Work produced by students should exemplify a formal tone that is consistent with research-based writing. A high value is placed on concise, specific writing that "reaches the point" the student is trying to make. Work should reflect the student's ability to use relevant peer-reviewed nursing journals and appropriate internet-based sources. In addition, evidence of proper documentation and citation of sources using APA format is expected.

3. Evaluative process: Faculty will provide students with a rubric for each assignment in WI courses. Rubrics will contain the following items mentioned in #2 above: writing tone, conciseness of writing, appropriateness of sources, APA usage. In addition, rubrics will include evaluation of student's ability to achieve the goals of the assignment.

   Students will have the opportunity to submit a draft of the major assignment to the professor for feedback and allowed one revision prior to official due date. The draft date will be scheduled no less that 2 weeks prior to the final due date. Students should be encouraged to write as much of the paper as possible to hand in as a draft. No further submissions or additional writing will be considered by faculty in draft form past the draft date. Faculty will provide timely feedback to students on draft at least one week prior to final due date.