

## **Expository Writing Requirement** [30 March 2005]

### **MOTION:**

The Committee on Educational Policy and Planning moves that the faculty adopt the following change in the college Expository Writing Requirement: the current college expository writing requirement that is fulfilled by completing EN 105, EN 105Honors, or a Writing Intensive course before the end of the student's sophomore year will be replaced by **EN 105, EN 105Honors, or a Writing Intensive** course to be completed by the end of the sophomore year and two other writing courses (designated as either Writing Intensive or Writing Enriched) taken throughout the student's college career. Those students who need to take EN 103 Writing Seminar I as preparation for meeting this requirement must do so by the end of their first year.

### **RATIONALE:**

For implementation in the fall of 2006 for the class of 2010.

We believe that students' progress in writing is developmental, and that students will benefit from repeated opportunities to practice writing skills in a variety of academic settings, using a variety of sources, and responding to a variety of audiences and purposes. Our proposed revision takes into account a student's cognitive development and underscores the significance of writing in the student's intellectual life.

**Writing Intensive Classes.** Students currently satisfy the Expository Writing Requirement before the end of their sophomore year by taking one writing course drawn from the various sections of EN 105/105H or any other course designated as Writing Intensive. These courses...

- have the valuable aspect of being smaller than 18 students, affording faculty members opportunities for close and intense work with students.
- concentrate on the development of a student's ability to write cogently and clearly through critical feedback on the structure of their essays and the efficacy of their language.

The most common way that students satisfy this requirement is through EN 105 (33 sections in the 2004-05 academic year) and EN 105H (seven sections); however, several other departments (including, but not limited to, Anthropology, Biology, Classics, History, Mathematics, and Music) have developed courses that address these concerns while delivering discipline-specific concepts. With the

students the value of clear and effective communication. These faculty members are generally unable to devote the same time and attention to individual students as they might if they were delivering a Writing Intensive course. Such faculty, in addition to helping their students to fathom and to control their subject matter, commonly comment on the structure, grammar and spelling of the essays, and the citation and referencing of sources. A department could designate (with Curriculum Committee approval) courses in which (a) faculty members give feedback on student writing regarding both content and style, (b) students have the opportunity to apply that feedback to their writing, and (c) these writing assignments total at least fifteen pages over the course of the semester.

The proposal would require students to take two writing courses beyond their initial EN 105/105H or designated Writing Intensive course. Students would take these two additional courses at any time during their four years at Skidmore. These courses could include Writing Intensive courses.

Last year, the Expository Writing Committee did a survey of departments to see how many courses had at least fifteen pages of writing. While we presume that not all of these 392 courses provide the kinds of feedback described above, we do expect that a significant number of educational experiences—c3ET Q 7 0 c0 0 0 -5t0 80500