Sample Course Information and Possible Justification in Fulfillment of the Writing Literacy Requirement

1. **Sample Course:** In a course in the research methods of the discipline, taught partially with small sections, students do a series of laboratory reports or research reviews or another appropriate type of writing.
   **Justification:** Each writing assignment receives comments from a teacher or teaching assistant and a grade. Progressive improvement is expected, based on previous feedback.

2. **Sample Course:** In a large lecture course with enough small discussion sections to ensure an appropriate student/teacher ratio, students do regular informal writing exercises (e.g. in journals, logs, field notes, or a class blog) and write 1 to 2 papers.
   **Justification:** At least one assignment is a substantial project that receives feedback at some stage, and then may be revised.

3. **Sample Course:** In a fieldwork-based course, students, sometimes in teams, create written projects (appropriate to the discipline) that consist of several smaller stages or parts.
   **Justification:** Students must do enough individual writing to generate an appropriate amount of writing per student and for the teacher to assess individual growth.

4. **Sample Course:** In a readings-based course, students write several critical analyses totaling at least 10 pages.
   **Justification:** At least one substantial paper receives careful feedback and students are given the opportunity to revise it.

5. **Sample Course:** In a lecture course, students write at least two papers that together total 10 pages or more.
   **Justification:** These papers are sufficiently similar in structure and purpose (though not in content) that careful feedback on one can be used to guide the writing of the next. In such a case, the WE criteria can be met without formal revision of any of the papers.

6. **Sample Course:** A capstone course requires lengthy individual research projects appropriate to the field and written in stages, each of which receives feedback from a teacher or teaching assistant.

7. **Sample Course:** In a senior design project course, students work individually or in teams on parts of the project and write frequently to record and measure progress.
   **Justification:** Students produce in stages a formal written report and perhaps other documents (e.g., posters, brochures, oral presentations) for different audiences.

8. **Sample Course:** In a senior capstone course in the arts, students create portfolios of their work with a substantial amount of writing supplementing the visual or aural content.
   **Justification:** These portfolios would be suitable for job interviews or graduate school applications.
9. **Sample Course:** In an internship course, students write regular brief reports or other documents and build a portfolio of work created for the internship site. 

**Justification:** A substantial writing is given careful instructor feedback and students are given the opportunity to revise or are expected to incorporate the feedback into a later writing.