

2) The pedagogical rationale for a second component to the Expository Writing Requirement determined by each department or program is to provide students with opportunities to learn and practice the particular conventions of writing within their discipline. CEPP encourages departments and programs to consider the benefits of a requirement that uses a developmental approach that will enable students to improve their writing incrementally. Departments will determine the exact nature of the departmental requirement, which might include one or a combination of the following: i) a sequence of

- continue to ensure that students can fulfill the foundational component of the Expository Writing Requirement within their first 3 semesters at Skidmore (year 1); 2 semesters (year 5)¹
- institute faculty workshops on writing and solicit workshop topics from the faculty; provide financial support for faculty participants (year 2)
- strengthen the Writing Center by hiring one or more professional(s) with proven writing skills and experience with students to work at the Writing Center alongside peer tutors (year 2)
- coordinate the various offices in Academic Affairs and Student Affairs offering writing support to students (year 2)
- emphasize in our admissions materials the centrality of writing in a Skidmore education (year 1)

Departments

- describe the role of writing in course syllabi and include writing in the course objectives (where appropriate) when submitting new courses to the College Curriculum Committee
- ask job candidates how they use writing in their courses
- explore how other areas of the Skidmore curriculum might serve as important, nontraditional ways to supplement the College's writing objectives, such as the study of a foreign language

Assessment

Assessment should occur in two areas: program assessment and direct assessment of student writing. Program assessment might include reviewing: 1) new course objectives approved by the College Curriculum Committee to gauge the ways faculty address writing in their courses; 2) evaluations of the writing workshops for faculty; and 3) departmental assessment of writing within the major.

Assessment of student writing might include evaluating: 1) first-year students' writing after many have taken EN 105 or a WI course; 2) a random sample of the writing by sophomores, juniors, and seniors to provide a profile of each class's writing; and 3) the writing in senior capstone experiences. These three components will help us to answer the question of what distinguishes student writing in each of the four years of college and help us develop appropriate expectations for student writing for each year in college.

¹ The **Writing Intensive** Guidelines are as follows: **1)** each week or at least bi-weekly, students should write drafts and revisions, over the course of the semester producing several finished works (essays, summaries, research papers, reports and so forth). The length of the papers may vary as appropriate to the discipline and the instructor's intentions, but the general expectation is that completed papers will total twenty-five or more pages of formal writing. Faculty might also choose to use journal-writing and other less structured writing exercises to augment the process of developing formal papers; **2)** a writing-intensive course must include, at a number of points during the semester, classroom activities which examine the writing process and other