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OFFICE OF THE ACADEMIC SENATE

**Academic Senate Executive Committee Writing Intensive  
Course Approval Procedural Memo  
Summer 2020**

Because the General

## Writing Intensive Course Criteria

*This text is drawn from segments of the current GVAR Policy [PS 12-12] and the 2012 GE Policy WI with the word 'Capstone' removed along with "as established by the GEGC."*

### From the current GVAR Policy (PS 12-12):

1.2 At California State University Long Beach (CSULB), our highly valued degrees include evidence of the ability to write effectively. At all levels and in all disciplines, CSULB is committed to developing students' academic, professional, and public writing skills as demonstrated by the following learning outcomes:

- Employ a process which includes invention, drafting and revision;
- Use conventions appropriate for particular audiences;
- Express and synthesize their own and others' ideas;
- Demonstrate comprehension of texts by developing accurate summaries, reasoned analyses, and responses;
- Evaluate and incorporate source materials as appropriate to a given task; and
- Apply the conventions of standard written English.

1.3 Therefore, it is the intent of this GVAR policy to implement appropriate assessment and instruction to help all CSULB students achieve these goals.

### From the 2012 GE Policy:

7.10.8.1. No Writing Intensive [~~Capstone~~] course shall have more than thirty-five (35) enrolled students.

7.10.8.2. Instructors in all writing intensive courses will integrate into the course a substantial writing component that meets student learning writing outcomes [~~as established by the GEGC~~]. This is usually interpreted to mean at least a total of 5,000 words in the various assignments. The writing component is integrated throughout the courses or may be a cumulative report or project that incorporates regular opportunities for revision, ongoing evaluation, and feedback throughout the semester. The writing assignments may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but the assignments must be a substantial factor in evaluating student performance. This is interpreted to mean at least a total of two-thirds of the final grade is based on the student's writing.

7.10.8.3. Faculty who teach these courses should refer students with serious writing difficulties to seek writing instruction, tutoring, or other appropriate assistance to improve their writing skills as early as possible. For this reason, there must be early (usually week three [3] of the term) feedback on student writing and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

7.10.8.4 Faculty should obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs.