Catalog copy specific to the Writing Intensive Requirement:
Each degree program will include six hours of writing intensive coursework in the specific area of study. The fundamental objective of a writing intensive course is for students to write often and receive critical review from the course instructor. Students should be required to rewrite, based on the instructor’s critique. The writing intensive course emphasizes the process as well as the products of writing. Faculty use writing to reinforce student learning. Students’ writing should formulate ideas, raise questions, and express considered opinions. Students’ written work should analyze, integrate, and synthesize as well as communicate.

Additional language publicized by individual Colleges:
Courses used to fulfill the writing intensive requirement are to be taken in residence at Texas Tech. (Arts and Sciences)

Requirements of a Writing Intensive Course:
*Note: these have been in use as TTU Writing Intensive principles since 2009.*
1. Students:
   • write copiously and often
   • write to formulate ideas, raise questions, and express opinions.
   • write to analyze, integrate, and synthesize as well as to communicate.
   • write both formal and informal, in-class and out-of-class, evaluated and ungraded assignments.
   • evaluate and discuss the writing in their reading assignments.
   • share and discuss their writing with one another.
2. Faculty
   • use writing to reinforce learning.
   • devote class time to writing activities and assignments.
   • distribute writing assignments throughout the semester rather than concentrating writing at the end of the course in a single project.
   • personally evaluate formal writing assignments and respond to informal written work.
   • give essay exams as well as objective exams.
3. Student to teacher ratio no larger that 20:1 (recommended)
4. Faculty, not TA, grades assignments (recommended).

Assessing the Writing Intensive attribute of your course:
All Writing Intensive courses must evaluate student competency in achieving specific outcomes related to writing. This assessment may be conducted in addition to the regular grading of selected assignments. Faculty members teaching WI courses should use one of the following options for assessing selected writing assignments in their courses:
1. A rubric, such as the AAC&U’s Written Communication rubric, which will assist in evaluating the elements of writing associated with each assignment: faculty members interested in this approach should contact Kathy Gillis, chair of the Writing Advisory Committee, for training in implementing rubric-based assessment.
2. Use of numeric grades on selected writing assignments: faculty members interested in this approach should develop a clear set of guidelines that demonstrates how grades for each selected writing assignment are determined.

The following data concerning assessment of WI courses should be sent, via email, directly to Associate Vice Provost for Academic Affairs Genevieve Durham DeCesaro (genevieve.durham@ttu.edu) no later than December 20th (fall courses) and January 20th (spring courses) of each academic year:
1. Descriptions of the writing assignments that you assessed for reporting purposes;
2. The rubric and rubric scores from each assignment set OR The grading guidelines and numeric grades from each assignment set.

This data will be sent to the Writing Advisory Committee for review; that Committee may request additional information from WI faculty in order to make recommendations to improve future assessments.