Writing Intensive Courses

The role of Writing Intensive classes in general education:

Successful entry into a career area generally requires significant writing skills. To ensure that students gain these skills, the College has added the following to the requirements for all degree programs:

- Successful completion of two writing intensive courses for the associate degree, one of which must be a course in the associate general education core and one a first-level course in the major. These courses must be completed prior to the attainment of 45 credits. For associate degree transfer students: a total of two writing-intensive courses, one in the core curriculum and one in the major.
- Successful completion of four writing- intensive courses for the baccalaureate degree: one additional course in the baccalaureate general education core plus one additional upper level course in the major, making a total of four. For baccalaureate degree transfer students: a total of four writing-intensive courses, two in the core curriculum and two in the major.

Writing-intensive courses completed successfully at other CUNY colleges or at colleges that have articulation agreements with New York City College of Technology will count toward meeting these requirements. Writing-intensive courses can be identified when searching for classes in CUNYfirst by selecting the course attribute "Writing Intensive Course," from the drop-down menu. ([City Tech Catalog 2015-2016](#), P. 36)

In order for a course to be designated "Writing Intensive" it should, at a minimum, include the following:

1. **Critical reading, logical thinking, and the use of writing to help students understand the topic at hand.** In as far as reading, writing, and thinking are interdependent activities, students should be expected to practice these skills to better engage with course material.
2. **The use of appropriate style and disciplinary conventions in writing and speaking**. Each discipline uses particular citation, vocabulary, and organizational styles. Disciplinary writing conventions should be considered part of the course content.
3. **The productive use of research resources, including the library, specific to the discipline.** Each discipline may use specific research resources. Students should receive instruction as to what these resources are and how to use them. Assignments should be designed in such a way as to develop students' information literacy in ways appropriate to the discipline.
4. **A detailed syllabus.** The syllabus should communicate course objectives and grading policy. Writing should be a substantial component of the course grade.
5. **A comprehensive course calendar.** The course calendar should clearly indicate due dates for all major projects. These projects should be scaffolded to engage students in the academic writing process (brainstorming, drafting, peer-review, revision, and proof-reading).
6. **A minimum of fifteen pages of writing per student**. This should include a mix of informal and formal assignments ranging from "writing-to-learn" exercises (journals, summaries, definitions, micro-themes, low stakes writing, and in-class drafts) to major projects (essays, reports, research papers, and posters).

Faculty teaching Writing Intensive courses are encouraged to participate in the Writing Across the Curriculum (WAC) program, either through partnering with a Writing Fellow, attending faculty development workshops, or participating in the Writing Intensive Certification program. More information and materials are available at: https://openlab.citytech.cuny.edu/writingacrossthecurriculum/