

**Wheaton College  
English Department**

**Statement of Writing Educational Goals  
September 2003  
to be reviewed at May 2005 Workshop**

A discipline-specific approach to writing within the English major entails the amplification of students' critical reading and writing skills in a variety of literary genres. English majors develop their ability to write critically, analytically, persuasively, and personally in courses that present writing as a process that is creative as well as academic. To develop this kind of literacy in their students, department members use writing both to teach course content and to teach disciplinary writing conventions, providing their students with extensive practice in formal and informal writing.

The writing assignments that English majors encounter during the course of their Wheaton careers include, but are not limited to, the following range:

Workshops in various configurations, reading and/or film journals, print and electronic media responses to reading, free writing, peer responses, reviews, discussion questions, persuasive essays, analytical essays, explications, compare/contrast essays, annotated bibliographies, research papers, in-class and take home essay exams, collaborative writing, self-evaluations, reception studies, descriptions, problem statements, project proposals, creative manifestos, adaptations, memos, poems, plays, short stories, and novels.

**100-level (First-Year Writing)**

Every member of the English department teaches first-year writing, which is required of all students who do not exempt out of it with an AP score of 4 or 5. In this course students increase their understanding of their own writing processes and that of others as they write papers of varying lengths and confer about drafts with their instructors.

This course is still under revision, but generally every section introduces students to critical thinking, reading, and writing; rhetorical knowledge, and writing as process. Students at this level are also introduced to working with secondary sources and the appropriate conventions needed for doing so.

**200-level** Writing instruction and requirements at this level include  
In-class discussion of assignments

Either one multiple-staged assignment (peer-edited, tutored, or commented on by instructor)

Or some in-class discussion of sample parts of essays to illustrate and model good writing or handouts that explain and/or illustrate elements of good writing

Some short, ungraded, in-or out-of-class informal writing

Extensive written comments on final drafts of papers

**300-level** Writing instruction and requirements at this level include

In-class discussion of assignments and/or elements of essays

One multiple-staged assignment (peer-edited, tutored, or commented on by instructor)

Some in-class discussion of handouts or sample elements of well-written essays

Minimum of one assignment that requires students to incorporate criticism/theory (in lit/film courses) while providing instruction in how to achieve that incorporation

Extensive written comments on final drafts

Close reading textual analysis

**Senior Seminar** Writing instruction and requirements at this level include

In-class discussion of assignments

Informal writing

At least one multiple-draft assignment

Required conferences to discuss work in progress

Extensive comments on drafts (oral or written) and final papers (written)