



Oregon State University Writing Intensive Curriculum

College of Health and Human Sciences ~ Writing Profile

College of Health and Human Sciences WIC classes require an average of 5,500 words (22 pages) of writing per student, including drafts, final papers, and informal assignments. Requirements for individual courses range from 5,000 to 7,000 words.

Informal Writing Assignments

- ◆ Daily responses to homework or reading (directed freewrites)
“The informal writing assignments often form the basis for small group or class discussions.” (DHE 370)
- ◆ Microthemes (short narrative responses to directed questions)
- ◆ Brainstorming (for project/paper topics)
- ◆ Summaries of textbook topics and reading assignments
- ◆ Critiques of writing samples
“Students read several problem statements that were examples of various strengths and weaknesses in writing. Then, given specific criteria for evaluation, the students write a brief critique of each problem statement. These exercises provide the instructor with the opportunity to ‘correct’ problems during the *process* of learning, rather than attempting to address such problems after the product has already been completed.” (HDFS 461)
- ◆ Short case studies
- ◆ Sentence style exercises
- ◆ Two-paragraph summaries of journal articles
- ◆ Preparing questions for upcoming speakers
- ◆ Defining broad terms

Feedback to Students on their Writing

- ◆ Peer review
- ◆ Instructor’s written comments (with or without a grade)
- ◆ Conference with instructor
- ◆ Writing Center consultations

WIC classes reviewed by the Baccalaureate Core Committee

DHE 370
Textile and Apparel Market Analysis

EXSS 381
Analysis of Critical Issues in EXSS

H 434
Health Care Law and Regulation

H 476
Planning Health Programs

HDFS 461
Individual and Family Policies and Programs II

NFM 416
Cultural Aspects of Food

NFM 439
Communications in Dietetics

Formal Writing Assignments

- ◆ Publishable scholarly article
“Each student selects where he/she would most like to publish his/her work (e.g., local newspaper, professional journal). Students locate publication guidelines, etc., and consider their topic in relation to the audience for whom they are writing.” (EXSS 381)
- ◆ Expository report (researched report)
- ◆ Marketing plan report
“Students practice synthesizing and drawing conclusions from information acquired from references materials and trade publications.” (DHE 370)
- ◆ Memoranda
- ◆ Journal
- ◆ Grant proposal
- ◆ Lab report

Writing as a Process

- ◆ Cumulative project (proposal, lit review, drafts, final)
- ◆ Revision, multiple revision
“Students write and revise multiple drafts of each of the seven sections that constitute the finished program proposal. The students base their revisions on feedback attained from mandatory visits to the Writing Center and mandatory conference with the course instructor. The students have the opportunity to revise even further when they turn in the final draft of the proposal in its entirety.” (HDFS 461)
- ◆ Brainstorming
- ◆ Reliving your writing experience
“As quickly as you can, write down how you went about doing the writing assignment. What did you do to prepare yourself to write? Where did you do your writing? Why did you choose to write about the topic you did?”
- ◆ Writer’s Success Journal (EXSS 381)
- ◆ Departmental Writing Guide (DHE, HDFS)