Literacy: reading and writing for understanding and effective communication

At the 100-level, instructors may opt to emphasize reading within a discipline over writing. Assignments should be constructed so that feedback occurs at least 6 times throughout the semester.

At the 200-level, instructors are expected to include both reading and writing components. Assignments should be constructed so that feedback occurs at least 4 times throughout the semester.

Criteria addressed should be identified on the syllabus.

READING EXPECTATIONS
Requirement. For traditional first-year students, new to the discipline/topic, the time spent per week should be approximately two hours per credit-hour. Therefore for a 3-credit class, students are expected to complete 6-hours of reading. In some disciplines that might be equivalent to 100-pages per week, in others 30-40.

Evidence of the requirement should be measured by a minimum of two of the following:

1. Comprehends vocabulary appropriately to summarize or paraphrase the information.
2. Applies knowledge to a variety of reading assignments.
3. Identifies aspects of a text to respond to questions posed in assigned tasks.
4. Comments on texts in ways that preserve the author’s meanings and link them to the assignment.

WRITING EXPECTATIONS
Requirement. Students should write a minimum the equivalent of 12-16 pages typed, double-spaced, normal 12-point font (such as Times or Times New Roman). Examples of some ways in which a course might meet this minimum:

1. Four 3-4-page papers.
2. Six 2-page papers.
3. Fourteen 1-page papers.
4. Two essay exams and five papers (sufficient to achieve the minimum equivalent).
5. Weekly in-class writing assignments which are revised and collected into a portfolio.

These are only examples; instructors are free to design their own "road" to the minimum amount of writing in keeping with best practices of the individual disciplines.
Evidence of writing quality should be based on control of syntax and mechanics plus a minimum of two of the following:

1. Demonstrates attention to context, audience, purpose, and to the assigned task(s).
2. Uses appropriate content to develop ideas.
3. Consistency of organization and presentation.
4. Use of sources to support ideas in writing.

*Approved by the UW-Parkside Faculty Senate on May 7, 2013.*