Summary of Recommendations

Based on the needs outlined above, the committee recommends focusing improvement efforts on four general areas:

- Faculty, Student, and University Involvement
- Clarity of Expectations
- Quality of Assignments
- Effective Evaluation of Student Work

I. Faculty, Student, and University Involvement

Develop a “culture of writing” at OSU by:

1. Providing students with clear guidelines, sufficient practice, and adequate resources.
2. Communications clear expectations so that faculty can develop quality assignments.
3. Demonstrating administrative commitment through public announcements about the importance of writing and through allotting resources to writing initiatives.

II. Clarity of Expectations

1. Update Synthesis requirements: minimum word count, required revision, class cap.
   - Include writing in new Synthesis course assessment
   - Communicate Synthesis requirements to faculty.
2. Update Writing II curriculum to ensure uniform outcomes and curriculum
   - Provide advisors with a means of guided students into appropriate WR II courses.
3. Establish a Writing Advocate model in order to provide faculty leadership related to writing in each academic unit.

III. Quality of Assignments

1. Require writing assignments of adequate length.
   - Create a minimum word count for Synthesis courses.
   - Create a reasonable cap for Synthesis courses, such that writing can be taught.
2. Provide faculty development in order to ensure that assignments use the writing process. Possible models include Faculty Writing Advocates, new faculty mentoring, faculty pairs, and departmental professional development.
   - Writing process assignments should include drafting, feedback, and revision.

IV. Effective Evaluation of Student Work

1. Improve coordination between writing classes and DAS in order to support students.
2. Pilot a “stretch class” model in order to better support students who struggle with writing.
3. Create a database of students support resources related to writing.
4. Add an “Information Literacy” course to the Baccalaureate Core.
5. Develop departmental rubrics (in additional to existing departmental writing handbooks).