

# TEACHING WITH WRITING

THE OREGON STATE UNIVERSITY WRITING INTENSIVE CURRICULUM (WIC)

Volume 15, Issue 2

Winter 2006

## WIC Events

### Spring 2006

Eating-to-Learn  
Lunches

Fridays

Noon—1 pm

\*121 Waldo Hall

April 7, April 14  
May 5, May 12 and  
May 26



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## Announcing: WIC Culture of Writing Prizes in the Disciplines

by Vicki Tolar Burton, WIC Director

In order to recognize and value excellence in student writing at OSU, the Writing Intensive Curriculum program is instituting the WIC Culture of Writing Prizes in the Disciplines, with \$50 matching funds from WIC to any department that wishes to offer an undergraduate writing prize.

The awards will be administered and awarded within each participating department, with faculty in the department nominating and the department selecting the best student papers from their classes. The prize may be awarded to a paper written in a WIC course or in another undergraduate course in the department. The name of the award will be department specific, for example, the WIC Culture of Writing Prize in Forest Engineering or the WIC Culture of Writing Prize in Political Science.

Why give writing prizes in the disciplines? This form of recognition sends a message to undergraduates and to the university community that excellence in writing matters in the department, that excellence in writing is recognized by the faculty, and that excellence in writing is rewarded. For many students, even knowing that a professor has nominated their paper for a departmental writing prize is a significant form of recognition and a source of pride.

Why give departments the purview to award the prizes? Writing is discipline-specific, not generically "excellent." As departments assess the best writing by their undergraduates, faculty have an opportunity to more clearly articulate what aspects of writing are highly valued in their field.

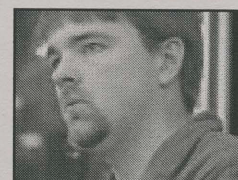
Why the name "WIC Culture of Writing" prize? In a Culture of Writing, good writing is taught, practiced, modeled, valued, and recognized both within classes and in the university as a whole. The WIC program is promoting the goal of OSU becoming a Culture of Writing as a university, and the goal of each department creating a Culture of Writing for their students.

Within the OSU community, there are a number of cultures of writing, some academic, some extra-curricular. With the advent of OSUWrite, the OSU blog project, more and more writing, academic and non-academic, by students, faculty, and staff, will be going online. Inside this issue of *Teaching with Writing*, see faculty member Ken Winograd, College of

Cont'd on pg 3

## WIC Speaker: Paul Bausch, Co-Creator and Developer of Blogger Friday, May 12, noon to one, MU 206

*PC Magazine* named Paul Bausch one of their 2004 People of the Year. Bausch is the co-author of *We Blog: Publishing Online with Weblogs* and *Flickr Hacks*, as well as author of *Yahoo! Hacks* and *Amazon Hacks*. He is currently working on the third edition of *Google Hacks*. The *Hacks* series helps users get the most out of the title software. Paul's blog: [www.onfocus.com](http://www.onfocus.com)



Paul Bausch, Co-Creator and Developer of Blogger





*Jon Dorbolo,  
Associate Director  
of TAC,  
Dept. of Philosophy*

## OSUWrite Blog Project—Blogging to Learn

by Sarah Ghasedi (WIC TA, MA English 06)

By Fall 2006, members of the OSU community may find themselves in possession of blogs that have been customized for both personal and educational purposes. The university-wide blog system is being developed as a result of the OSUWrite project, which is currently in its pilot phase. The goal of OSUWrite is to create "an enterprise-wide blog solution for all students, faculty, staff, and organizations of Oregon State University" (OSUWrite). Fifteen different pilot blogs were launched this year and can be accessed from the OSUWrite homepage: <http://oregonstate.edu/osuwrite>. Since Fall 2005, these "test sites" have been providing organizers with a wealth of information regarding the needs of OSU's future bloggers.

The OSUWrite project is funded by two internal Technology Resource Fee grants and an award from the Northwest Academic Computing Consortium. The project goals are to provide the necessary software tools, support, and instruction for OSU students to engage in a world forum as web content producers. Ultimately, organizers hope to integrate the blog system with library online resources and with the Blackboard learning system. OSUWrite was inspired by the University of Minne-

sota Uthink project (<http://blog.lib.umn.edu>) and Professor Laura Gurak who spoke at OSU in Fall 2005 as a part of the WIC Lecture Series.

According to Jon Dorbolo, Associate Director of the Technology Across the Curriculum (TAC) Program, the primary function of the pilot is to provide a prototype of an appropriate blog system for OSUWrite. This model must account for the unique set of teaching, learning, and writing demands of OSU's population. As Dorbolo explains, pre-existing blog systems were not designed to serve those needs: "If we're going to meet the needs of research, teaching and learning, organizations, and individuals, we have to design a blog system with those purposes in mind." Dorbolo says that technologies not designed for education often lack the appropriate set of features and must therefore be adapted to meet those needs; a few points of particular concern in this case center on privacy, versatility, and assessment.

This spring an Advisory Board composed of 20 undergraduates, graduates, faculty, and staff from across the university will meet to develop a set of specifications for future project development. Principle Investigators Dorbolo, Vicki Tolar Burton, and Lisa Ede will meet with the Board to identify models based upon committee feedback and a wide range of data obtained throughout this year's project. They will proceed to establish a list of necessary features by comparing software options in order to determine the design of the system that will best suit OSU's needs. Pilot blogs were formed using WordPress (<http://wordpress.org>), Movable

Type (<http://www.sixapart.com/movable-type/>), and Drupal (<http://drupal.org>), which each come with their own set of pros and cons.

On the following pages, we feature examples from several of these pilot blogs. As you will see, blogs provide students with a forum to post resumes, share work with others, and publish collaboratively. They may be used to collect and share research with students and scholars around the world (see Michael Faris's blog and article on pages 6-7 of this issue). For Composition Coordinator and WR 222 instructor Sara Jameson, the blog provides a wonderful forum in which students from different sections can communicate with each other and those who do not often speak up in class are able to share their voices (see Jameson's blog on page 5). And last fall after Dr. Lisa Ede's ENG 595 class posted their responses to a book entitled *What Video Games Have to Teach Us About Learning and Literacy*, author James Paul Gee responded with a comment on the class blog. (This blog is also a part of the pilot project.)

OSUWrite is directed by the OSU Technology Across the Curriculum, the OSU Writing Intensive Curriculum Program, and the OSU Center for Writing and Learning, in collaboration with the OSU Valley Library and OSU Central Computing. For more information, contact Jon Dorbolo at [jon.dorbolo@oregonstate.edu](mailto:jon.dorbolo@oregonstate.edu) or visit the OSUWrite website at <http://oregonstate.edu/osuwrite>.

**Definition of Blog** - A blog (a portmanteau made by contracting the phrase "web log") is a website in which items are posted on a regular basis and displayed in reverse chronological order. Like other media, blogs often focus on a particular subject, such as food, politics, or local news. Some blogs function as online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. Since its appearance in 1995, blogging has emerged as a popular means of communication, affecting public opinion and mass media around the world.  
<<<http://en.wikipedia.org/wiki/Blog>>>



[Home](#)
[Links](#)
[News](#)
[Contact](#)

# OSUWrite

Blogs for Beavers.

■ The Ethical Dimensions of Open Source Software

Written by Administrator  
Wednesday, 08 February 2006

## The Ethical Dimensions of Open Source Software Conference Link

*Link to the conference site to read papers, view videos, and post your comments.*

NA-CAP members Scott Dexter (CS, CUNY Brooklyn) and Samir Chopra (philosophy, CUNY Brooklyn) will present a paper on "The Ethical Dimensions of Open Source Software," which includes such topics as intellectual property rights and Richard Stallman's well-known opposition to proprietary software. Their paper continues the line of reasoning expressed in their paper on the aesthetics of Open Source software which they presented

NEWSFLASH

Eugene television station [KVAL](#) ran a [two-part series](#) featuring OSUWrite and highlighted Dr. Lisa Ede's [course blog](#) for "Language, Technology and Culture."

POLLS

**Do you blog?**

☐ I'm blogging about this poll right now.

☐ I blog daily.

☐ I started a blog, but grew tired of it.

☐ I've heard of blogging but haven't tried it myself.

☐ What is blogging?

[Vote](#) [Results](#)

SYNDICATE

[RSS 1.0](#)  
[RSS 1.0](#)  
[RSS 2.0](#)  
[ATOM 0.3](#)  
[OPML SHAPE IT!](#)

WHO'S ONLINE

We have 2 guests online

MAIN MENU

- Home
- News
- Reports
- FAQs
- Contact Us
- TAC Pilot Blogs
- Research
- TAC Home

LOGIN FORM

Username

Password

☐ Remember me

[Login](#)

[Lost Password?](#)

No account yet? [Register](#)

## Announcing: WIC Culture of Writing Prizes in the Disciplines

by Vicki Tolar Burton, WIC Director

Cont'd from pg 1

Education, blogging from his sabbatical in 'paradise'/ Costa Rica. Read about graduate student Michael Faris's k-log, or knowledge blog, that he uses to write academic papers. More OSUWrite Pilot blogs are identified inside.

We have a solid foundation for a Culture of Writing at OSU, including writing requirements in the Baccalaureate Core, Writing Intensive courses in every major, and the Writing Center in Waldo Hall where students can get help with writing in all courses. The Craft of Writing series and the Department of English bring well-known writers to campus to give readings and to meet with faculty and students. And several departments give prizes for outstanding student writing.

But we can do more, and the WIC program can help. Awards for student writing are an important addition to our Culture of Writing.

Faculty who support the idea of their department recognizing excellence in writing with a WIC Culture of Writing Prize in the discipline might encourage the department chair or executive committee to accept the WIC program's offer of matching funds and get the award going for this year.

Award winners will be recognized in the WIC newsletter and through releases to the public press, including in the student's hometown.

**Departments wanting to join the WIC Culture of Writing Prize project may do so with an email from the department chair/head to WIC director Vicki Tolar Burton at: [vicki.tolarburton@oregonstate.edu](mailto:vicki.tolarburton@oregonstate.edu)**



Teaching and Learning Blog—Ken Winograd, Assoc. Professor of Education  
<http://oregonstate.edu/~winograk.blog/>

## Complexity in Paradise



The blog chronicles Ken Winograd's observations and reflections on education in Costa Rica.

### "Complexity in Paradise": Ken Winograd's Reflections during his sabbatical experience in Costa Rica.

Winograd's thoughts on his blog: "The blog has helped motivate me to actually sit and think about what I am seeing and doing here. The prospect of an interested and critical audience also has provided me with a focus and motive for writing. On several occasions, responses from readers have led me to rethink earlier ideas. My initial goal for the blog, beyond what I have just said, was to be a vehicle for a book on the subject. One of the questions I have when I blog is the nature of the content: when considering a topic for a posting, I think of my ambiguous audience and ask, is this really that interesting? Even when I write about what on surface is completely arcane and obscure, like the Supreme Court of Costa Rica, there always seems to be someone out there who is interested or has a vested interest in the topic."

 Search

#### Translate

- »  Spanish
- »  Portuguese

#### Sections

- » Bibliography

#### Archives

- » March 2006
- » February 2006
- » January 2006
- » December 2005
- » November 2005

#### Categories

- » General (24)

#### Links

- » OSUWrite
- » College of Education (Oregon State Univ)

#### Meta

- » Register
- » Login
- » Photo Album

### The New Constitutional Court and Costa Rican Democracy

February 25th, 2006

**OSU** Oregon State University

[OSU Home](#) | [Calendar](#) | [Find Someone](#) | [Maps](#) | [Site Index](#)



## A World of Difference

Organizational Blog—OSU Office of Community and Diversity  
<http://awod.cmc.oregonstate.edu>

#### Navigation

- » forums

#### About the Book Club Forum

HOW THE BOOK CLUB FORUM WORKS  
 Each month, a different facilitator will present a book of their choice, give a brief background of the book and the author, and will guide the audience in a discussion about the book. The audience will be divided into small groups and will answer different questions about the book.

HOW TO GET THE BOOKS  
 10 copies of each book will be available at the OSU Valley Library. You can also purchase the books at the OSU Bookstore, Borders, and Grass Roots.

#### CREATE A FORUM OF YOUR OWN

If you are unable to attend the monthly forum but want to schedule a forum of your

The Office of Community and Diversity promotes awareness, and sensitivity throughout the campus community.

#### Welcome

By mark at Mon, 2005-10-10 20:22

Welcome to the new of this forum about diversity and encourage participation.

\*Select the topic

\*To participate

\*All participants Forum use policy

\*Select the "Create a forum" link

\*Check the forum

The A World of Difference (C2D) Task Force and the Office of Community and Diversity. It is co-sponsored by OSU Media Services, Technology Across the Curriculum, and The Valley Library.

[read more](#)

#### Kite Runner

By mark at Mon, 2005-11-07 21:06

### "A World of Difference": Blog of OSU's Diversity Book Club

This blog provides a space for Oregon State University's A World of Difference Book Club Forum. "The goal of this forum is to provide OSU stakeholders with an opportunity to engage in a dialogue about diversity-related issues. This book club forum is open to all people and we encourage participation by people not affiliated with OSU."

Username:

Password:

[Log in](#)

- ♦ Create new account
- ♦ Request new password

#### Links

President Ed Ray

OSU Office of Community and Diversity

Author: James Loewen

Audio: Terryll's interview with Dr. Loewen

Author: Beverly Tatum

#### New forum topics

- ♦ What can I say?
- ♦ Titles tell the story
- ♦ We are all complicit

[more](#)



**Personal Blog—Eric Stoller, CSSA student**  
<http://oregonstate.edu/~stoller/blog/>

**"Eric Stoller's Blog": A Student's Journal for "work, school and play"**  
 (Soon to be turned into a portfolio for his CSSA degree—the first ever CSSA blogfolio)

### Excerpt: Oppression Harms the Oppressor

**Sexism**—I have been cut deeply by my contributions to patriarchy. . . Looking back, I feel that the biggest reason that my ex-wife divorced me was that I was sexist. I would talk about "helping her with housework" and say things like "I can't cook as well as you can so you will have to cook instead of me." . . . The women in my life had all been the primary cooks, cleaners, and house keepers. I did not know any better. I was a nice guy but I was still a patriarchal bastard. . . . In the fall, I took a class called Feminist Philosophies. It was like a roadmap to my soul. I learned why me ex had left me. I had oppressed her and she had done the right thing. It was the epitome of oppression harming the oppressor.

**Lessons**—I have learned that it is much easier on my soul, humanity, and dignity if I am an ally, an anti-racist, and a feminist.

backbreaking labor, systematic abuse, and marginalization of people of color, women, and other subordinate groups. Affirmative action is a program that seeks to provide equity for these marginalized groups. It helps to create a balance against the white supremacist patriarchy in which we live.

Several arguments exist which seek to discredit or devalue affirmative action. Two arguments that I hear frequently include: 1) Affirmative action gives jobs to people of

#### Bits

[Eric Stoller's blog](#)  
 Welcome. This is  
 work, school, and

[E-mail me](#)

[Subscribe via email](#)

☒ subscribe

#### Recent comment

- ☐ Sarah Ghas  
[Oppression](#)  
[Oppressor](#)
- ☐ vegankid  
[on](#)  
[white identity](#)
- ☐ Poor Boy  
[on](#)  
[Affirmative Action](#)
- ☐ Poor Boy  
[on](#)  
[white identity](#)
- ☐ vegankid  
[on](#)  
[white identity](#)
- ☐ Poor Boy  
[on](#)

## The Ongoing Conversation

This is a blog for WR 222 Composition with

**Teaching and Learning Blog—Sara Jameson, English Instructor**  
<http://blog.cmc.oregonstate.edu/mtblogs/sara>

MARCH 07, 2006

### I love Swift

I know this  
 would pos  
 of knocki  
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 disturbing  
 dramatic  
 reality bu  
 logic reas

### "The Ongoing Conversation": Class Blog for WR 222

Sara Jameson's thoughts on her class blog: "I wanted to see if the students would write more readily to a blog rather than using the Discussion Board feature on Blackboard, and clearly they did."

"What I love best about using a class blog is that students who do not talk in class will share their thoughts and everyone can read and think about them. This greatly extends the classroom discussion - hence the blog title 'The Ongoing Conversation.'"

### Body

This chapter  
 practical arguments than the extremes that have been chosen in the chapter. But they have chosen to go controversial and extreme to grab the readers attention. Plastic surgery is becoming more popular in society and you can see this on television. But does this issue really matter to the average college student? I think not. It's a rare issue to find in the college age group. The book was correct to choose articles that placed the increased importance of the issue on television

Search this blog:

#### LOG IN

[Log In](#)

#### CATEGORIES

- [Blog 9-Classic Arguments](#)
- [Blog10-"Argue-Speak"](#)
- [Essay Drafts](#)
- [Etc](#)
- [Father Knows Best](#)
- [Language & Cliches](#)
- [Logos-Pathos-Ethos](#)
- [Random Thoughts](#)
- [Thoughts on My Chapter](#)
- [Valentine-Love Conquers All](#)
- [What Makes Me Mad](#)
- [Who We Are](#)

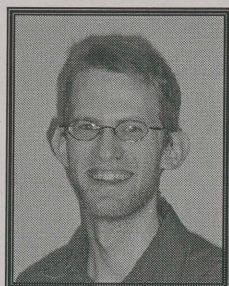
#### ARCHIVES

- [March 2006](#)
- [February 2006](#)



## Blogging My Research:

Using My OSUWrite Blog for Research



by  
Michael Faris  
(MA English  
07)

Last fall in English 595 (Language, Culture, and Technology), our instructor, Lisa Ede, assigned a seminar project: We could choose any topic to research and write about, as long as it involved the intersection of language, culture, and technology. As the quarter progressed, I expressed a great deal of interest in blogs and enjoyed using the class's blog, which Lisa was piloting for OSUWrite.

Because of my interest in blogs, Lisa suggested that I pilot the use of individual student blogs for OSUWrite. With the help of Jon Dorbolo and Mark Dinsmore, I set up a blog, using the open-source blog software WordPress, on my OSU webspace, titling it *A Collage of Citations*. My blog can be found at <http://oregonstate.edu/~farism/blog>.

I began to research the use of knowledge blogs, k-logs for short, which are used to keep track of research. I found that students and faculty in various disciplines, including rhetoric, visual psychology, feminism, and bicycle engineering, were using k-logs to store and discuss research.

Traditionally, students use notebooks, journals, or note cards to keep their research. My blog, as well as those that I looked into, usually incorporated bits and pieces of all three of these styles of research. I often found myself writing a blog post by putting quotes and pages from sources, as well as the citation, that I found interesting, much as I would have with note cards.

I also wrote about my thoughts regarding certain books, articles, and websites I read, which made some posts more like keeping a journal about my research. What made using my blog more advantageous than keeping either a journal or note cards was the ability to create categories. By attaching a category (or multiple categories) to each blog post, I was able to later sort my posts by categories, and read each blog post I had written under a certain category (e.g., "Voice").

In addition to a place to keep my research, my blog became a very handy place to prewrite, or brainstorm ideas before I had to write my final paper. I noticed, however, a shift in the way I wrote my brainstorming, which I wrote about on my blog.

When I normally do research and then do brainstorming/freewriting/prewriting for a paper, I have a sole audience in mind: me. However, my last entry was a brainstorming/prewriting activity that was

geared not just toward an audience of me, but to a larger audience. I felt like I was no longer writing to just formulate my own ideas, but to explain my ideas to an audience (real or imagined). So, my prewriting journaling activities have changed in that my audience has changed, and that I'm cognizant of it as I write. So, then, my freewriting's purpose changed from exploration to exploration/explanation....

Indeed, I found that my audience had changed. I was able to get feedback on my ideas, as well as suggestions for other sources. These came not only from my instructor for the course, but from others as well. I received feedback from friends who checked out my blog and others who came across it from google searches. In fact, two professors at other universities commented on my blog after finding it on google. The ability to receive comments, and hold discussions through those comments, helped me formulate ideas and think more in-depth on my topic, as well as learn of new sources to check out.

Because of my blog, my research changed from a very private activity to a social one. This was very exciting for me, as I saw the potential to learn from others and engage in this conversation. In a way, the privacy of research was lost; it was no longer as safe to make "mistakes" because there was



## A Collage of Citations

Michael Faris's research blog on rhetoric, composition, and pedagogy at Oregon State University

### 03.19.06 | link from my friend seth

Posted in Education at 2:17 pm by Michael

Seth suggested I read this:

<http://thefirstmemoryhole.org/edu/school-mission.htm>

So I will some other time (back to school work!)

Permalink Comments

### 03.17.06 | language as action

Posted in Writing 593 (Winter 2006) at 11:59 am by Michael

After this quarter and reading some Burke and Foucault, I'm beginning to think quite a bit about how language is action. As a discipline, English, Rhetoric and Composition all too often views "artifacts" as products, not as actions. Thus, Bakhtin notes that we analyze texts as having one voice, because they are products. I think that doing this does some damage. This is what I wrote in a journal entry on Burke's "Terministic Screens" earlier this quarter:

#### I'm learning

"I learned to make my mind large, as the universe is large, so that there is room for paradoxes." — Maxine Hong Kingston

#### Archives

- ◉ [March 2006](#)
- ◉ [February 2006](#)
- ◉ [January 2006](#)
- ◉ [December 2005](#)
- ◉ [November 2005](#)
- ◉ [October 2005](#)

#### Categories

- ◉ [Uncategorized](#)
- ◉ [Suggestions from others](#)
- ◉ [General Housekeeping](#)
- ◉ [18th century texts](#)
- ◉ [Reflections on the Process](#)

the chance someone else would read it. However, I've always valued process and understood the value of learning from mistakes, so the risk of journaling in public was a relatively low one for me.

When writing my paper at the end of the term, I found that the use of the blog was very helpful. I didn't have to worry about losing something, not being able to find a source, or losing all my research if I lost a notebook or computer file. If I had an electronic source, I had linked to it. If I couldn't remember the author of an article or something he or she said, I could use the "search" feature of my blog. I found my thoughts and research were much more organized and more easily accessible than I was used to. The blog had become a way for me to organize myself more efficiently.

At the end of fall term, once I had written my paper on k-logs, I began to reflect upon

my process of using my blog, and I noticed that more often than not, I just put quotes, phrases, and summaries from sources on my blog, as well as links. I hadn't ventured too far into writing about what I thought about these sources. Once the term was over, I blogged: "... shouldn't I be reflecting my thoughts, my personality, onto this weblog? Shouldn't posts not only contain information from others, but also my reflections upon that? I did do this on some posts, but rarely. I could have been more brave and put out my immediate thoughts related to what I was blogging about. So, from now on, I'm going to try to make this a bit more personal of a research log, to try to value my personal and immediate reactions to my research (and widen what I view as research as well, since I'm now going to use this blog to research for my thesis, whatever exactly that may be)."

I have since tried using my blog as not only a place to store others' ideas, but also as a place to formulate my own. I have begun to use the blog as a place to brainstorm more, make conjectures, and explore ideas more fully than I had before. I've started using it for other coursework and have started some brainstorming for thesis ideas on it.

As I think about the potential of student use of blogs in the classroom, I consider what was advantageous about my blog: The format of the blog helped me organize my notes and brainstorming, and the public forum allowed for responses from others, as well as discussion. I wonder what a classroom of twenty or more students, each with an individual student blog, blogging their ideas and research and commenting to each others' blogs, would look like I'm thrilled about the possibilities.



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UNIVERSITY



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*We're on the Web!*

<http://wic.oregonstate.edu>

*"The WIC  
program works to  
support all  
teaching faculty  
interested in using  
writing to help  
students learn."*



**Writing Intensive  
Curriculum Program**

**WIC Spring 2006 Events**  
**Eating-to-Learn Seminar Schedule**  
**12-1 pm Fridays**  
**Waldo 121 \*except May 12**

**Friday, April 7**

"Blog Models for Teaching and Learning"

**Jon Dorbolo**, Technology Across the Curriculum Program

**Friday, April 14**

"Strategies for Improving Graduate Student Writing"

**Vicki Tolar Burton**, WIC Director

**Friday, April 21**

"Writing Across Borders"  
OSU's Telly Award-Winning Film

**Friday, May 5**

"Departments Assessing Writing: Portfolios, Rubrics, Surveys, and More"

**Dan Edge**, Fisheries and Wildlife  
**Becky Warner**, Sociology  
**Kevin Boston**, Forest Engineering

**Friday, May 12**

MU Asian Pacific Room 206  
"Hacking Blogs: Writing Conversations Your Way"  
**Paul Bausch**, Co-Creator and Designer of Blogger Software  
PCWorld 2004 Person of the Year

**Friday May 26**

"Charting Their Own Course: Students Self-Assessing and Setting Goals at Start of Term (A Study of 23 WIC Classes)"

**Tracy Ann Robinson**,  
(MA, English 06; Corporate Relations/ Communications Coordinator, Mechanical Engineering)

**About Teaching with Writing**

**Editor: Vicki Tolar Burton**  
**Assistant Editor: Sarah Ghasedi**  
**Design Editor: Jeanna Towns**

*Teaching with Writing* is the newsletter of the Oregon State University Writing Intensive Curriculum Program. As part of the Baccalaureate Core, all OSU students are required to take an upper-division writing-intensive course in their major.

The content of WIC courses ranges from Bioengineering Design to the History of Photography. While subject matter differs by department, all WIC courses share certain commonalities defined by the Faculty Senate:

- Informal, ungraded or minimally graded writing is used as a mode of learning the content material.
- Students are introduced to conventions and practices of writing in their discipline and use of borrowed information.
- Students complete at least 5000 words of writing, of which at least 2000 words are in polished, formal assignments that have been revised.
- Students are guided through the whole writing process, receive feedback on drafts, and have opportunities to revise.

**For complete information on WIC guidelines, visit the WIC web site at**

**<<<http://wic.oregonstate.edu>>>**