Five Principles to be Included in Writing Plans

1. **More than one kind** of writing relevant to the major.
   Examples: formal academic research writing, memos, executive summaries, PowerPoint presentations or other oral presentations, posters, documents for a broad public audience, ePortfolios, proposals, grant applications, reflective writing, info graphics, client notes, multi-media projects, etc.

2. More than one **opportunity to practice** those kinds of writing
   Writing is not limited to a single course. Preferably, complex skills are introduced, reinforced, and practiced in different courses or assignments. Where necessary, preliminary skills (like identifying appropriate sources) are taught and reinforced before mastery is expected (as in a complete research project).

3. More than one **audience or purpose**
   Examples of purpose: to inform, persuade, deliberate, argue, analyze or interpret, apply information to a specific context or case, think through, summarize, synthesize, etc.

   Examples of different audiences: other scholars in the field, other academics from different disciplines, a general public, government officials, students, industry stakeholders, clients, etc.

   Note that an audience can be implied and is not always the person/people who actually read the finished product.

4. **Feedback and opportunities to revise** based on that feedback before receiving the final grade
   Though writing often goes through multiple drafts and writers often receive feedback of different kinds throughout the process, *instructors do not have to read and respond to multiple drafts of every assignment.*

   Other forms of feedback: peer review; similar assignments repeated over the course of the semester so that comments on the first can be used to improve the second; serial assignments where long projects are submitted in stages and revisions are made as the final, complete project is assembled.

   These practices are enhanced when the instructor supplies, or creates with students, a rubric that outlines the criteria for evaluation and the various levels of performance.

   Likewise, revision isn't always or only about making a piece of writing better. Types of revision:
   Rewriting for a different audience or in a different format (translating a formal research paper into a summary for a general audience or representing a research study as a conference poster)
   Condensing (as in an executive summary of a long report)
   Expanding (as in a conference presentation becoming a formal article);

5. A plan for **assessing writing and using that assessment** for continued improvement (preferably built into your program assessment)