

NEW COMPASS GUIDELINES FOR WRITING

Course/Knowledge Domain & Learning Goals	Writing Requirements	Sample Assignment Types (not a list of requirements)	Further Suggestions
<p>Ventures:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use discipline-based problem-solving tools to identify, define and analyze a problem, and develop creative strategies for solving or coping with it. • Gather information from a variety of sources and consider multiple perspectives to identify criteria, analyze problems and evaluate potential solutions or improvement strategies. • Reflect on the viability of proposed solutions or responses to problems, revising strategies and conclusions as new information is gathered and analyzed. • Collaborate with others to achieve a common goal related to the problem they are studying. 		<ul style="list-style-type: none"> • Formal lab reports • Problem Analysis • Process reports 	<p>While these courses are not required to have any writing assignments, the Writing Council strongly recommends regular, authentic writing assignments as appropriate to course projects, with an emphasis on writing-to-learn approaches</p>

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<p>Connections:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Effectively interpret, analyze, and synthesize relevant materials through sustained inquiry in and research on an appropriately focused topic in the humanities. Students will challenge assumptions and draw defensible conclusions relevant to the topic. • Create effective oral presentations, written texts, and, where appropriate, audiovisual texts that clearly convey understanding in accordance with the demands of rhetorical context (including audience, context, purpose, genre, evidence, documentation, mechanics of communication, and argument). • Generate, frame, and explore an individual research question relevant to the course topic. Students will explore possible answers to the question through written, oral, and (when appropriate) other modes of communication, including a research paper on the topic. • Demonstrate appropriate use of and documentation of the work of others 	<ul style="list-style-type: none"> • 6500-7500 words total; 1500-2500 words result in research paper suitable for inclusion in portfolio 	<ul style="list-style-type: none"> • Timed writing • Analytical Writing • Research Paper • Journals • Daily Response 	

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while attaining proficiency in the use of one or more formal styles of source citations suited to the communication product.			

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<p>Discovery:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use discipline-based problem-solving tools to identify, define, and analyze a problem, and develop strategies for solving and coping with it. • Gather information from a variety of sources and consider multiple perspectives to identify criteria, analyze problems, and evaluate potential solutions. • Reflect on the efficacy of proposed solutions to problems, revising strategies and conclusions as new information is gathered and analyzed. • Collaborate with others to achieve a common goal related to the problem they are studying. • Create formal and informal communication products that demonstrate critical listening, reading, and, where appropriate, aural and visual comprehension of course material. These products include presentations, written texts, and/or audiovisual texts that attend to the demands of rhetorical context 	<ul style="list-style-type: none"> • 6500-7500 words total; 1500-2500 words should result in a research paper suitable for inclusion in portfolio 	<ul style="list-style-type: none"> • Timed writing • Analytical Writing • Research Paper • Journals • Daily Response 	

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<p>(including audience, context, purpose, genre, evidence, documentation, and argument).</p> <ul style="list-style-type: none"> • Demonstrate appropriate use of and documentation of the work of others while attaining proficiency in the use of one or more formal styles of source citations suited to the communication product. 			

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<p>Our Human Heritage:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore some of the key creative works, generative ideas, pivotal events, and problems that have shaped human experience from prehistoric time to the present. • Develop a historical consciousness for understanding human and cultural evolution. • Explore global, geographic, and historical diversity through multiple fields of the arts and humanities. • Develop skills of being a thoughtful and discerning interpreter of cultures. • Develop reading and writing skills for engaging primary sources. 	<ul style="list-style-type: none"> • Flag at least one writing assignment as suitable for portfolio • 7500 words total (3750/semester); mixture of formal and informal assignments. In the fall term the course will primarily focus on analysis of primary text materials. 	<ul style="list-style-type: none"> • Focused primary source analysis • Timed writing • Research writing • Journals • Daily Response 	

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<p>Fine Arts:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of artistic practice through producing and/or analyzing work in a specific discipline (creative writing, music, theatre, or the visual arts). • Identify and/or apply strategies that enable artistic decision-making as associated with individual artists, periods, and/or cultures. • Evaluate the function of artistic expression by reflecting the ways art may affirm, challenge, or alter audience perspective. 	<p>Analysis Courses: 3750-5000 words (15-20 pages), with at least one assignment flagged as suitable for inclusion in portfolio</p> <p>Studio/Performance/Music Theory & Composition: Articulate to Compass Council how writing will be used to help meet domain learning goals</p>	<ul style="list-style-type: none"> • Timed writing • Analytical Writing • Research Paper • Journals • Daily Response 	<p>Studio/Performance/Music Theory & Composition courses: regular, authentic writing assignments as appropriate to discipline/material, with an emphasis on writing-to-learn approaches</p>

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<p>Non-Native Language:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Attain a basic, working knowledge of a linguistic system different from their own. • Demonstrate the ability to read, write, and communicate orally at the foundational, introductory level in the non-native language. • Become aware of the differences between their own language and non-native language, thus learning more about their own first language. • Understand the history of the language they study. 	<ul style="list-style-type: none"> • Articulate to Compass Council how writing will be used to help meet domain learning goals 	<ul style="list-style-type: none"> • Timed writing • Journals • Daily Response 	<p>Regular, authentic writing as appropriate (in English or studied language) with an emphasis on writing to learn</p>

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<p>Business:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Develop decision-making abilities for real-world business problems • Meet at least two of the following three objectives: <ul style="list-style-type: none"> • Interpret and use financial data to make informed decisions. • Explain factors that affect markets and describe the impact of markets on organizations and society. • Identify and develop key leadership skills necessary for good citizenship in organizations and society. 	<ul style="list-style-type: none"> • Flag at least one writing assignment as suitable for portfolio • Articulate to Compass Council how writing will be used to help meet domain learning goals 	<ul style="list-style-type: none"> • Timed writing • Analytical Writing • Research Paper • Journals • Daily Response • Case studies 	<p>Money, Markets, and Leadership: For each discipline, regular writing assignments as appropriate to discipline/material, with an emphasis on writing-to-learn approaches</p> <p>Intro to Economics, Intro to Management: at least one assignment flagged as suitable for inclusion in the portfolio</p> <p>Intro to Accounting: regular writing as appropriate, with emphasis on writing-to-learn approaches</p>

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<p>Natural World/STEM:</p> <p><i>Natural World:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> Understand how scientific inquiry is based on investigation of evidence from the natural world, and how scientific knowledge and understanding evolves based on new evidence. Recognize the scope and limits of scientific inquiry. Participate in scientific inquiry and communicate the elements of the process, by making careful and systematic observations, developing and testing a hypothesis, analyzing evidence, and interpreting results. <p><i>STEM:</i></p> <p>Students will:</p> <ul style="list-style-type: none"> Explore interconnections among science, technology, engineering, and/or mathematics, and see how 	<ul style="list-style-type: none"> Flag at least one writing assignment as suitable for portfolio Articulate to Compass Council how writing will be used to help meet domain learning goals 	<ul style="list-style-type: none"> Timed Writing Analytical Writing Research Paper Lab reports Journals Daily response papers Surveys of research Problem-solving explanations One-minute Essays <ul style="list-style-type: none"> Timed Writing Analytical Writing Research Paper Lab reports Journals Daily response papers Surveys of research 	<p>regular writing as appropriate to the discipline/material with an emphasis on writing-to-learn</p>

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<p>they are practiced in applied contexts.</p> <ul style="list-style-type: none"> • Understand and accurately explain scientific problems and information presented quantitatively. • Apply STEM content. • Formulate research questions and draw conclusions. 		<ul style="list-style-type: none"> • Problem-solving explanations • One-minute Essays • Programming assignments written in English but following well-defined syntax in Java or other computing languages 	

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<p>Social World:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use social science methodologies and theories to understand and compare social behavior, patterns, and/or systems. • Demonstrate a working knowledge of diverse social systems and contexts. • Critically examine and analyze issues of power and difference as they manifest themselves (explicitly and/or implicitly) in the societies of which we are a part. • Connect academic studies with day-to-day social experiences. 	<ul style="list-style-type: none"> • Flag at least one writing assignment as suitable for portfolio • Articulate to Compass Council how writing will be used to help meet domain learning goals 	<ul style="list-style-type: none"> • Timed writing • Analytical Writing • Research Paper • Journals • Daily Response 	<p>Regular writing assignments as appropriate to discipline/material, with an emphasis on writing-to-learn approaches</p>

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<p>Mathematics:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Accurately interpret and explain information presented mathematically and graphically. • Quantify problems, apply abstract symbolic manipulation or reasoning, and interpret the results. • Understand how the computational skills taught apply in contexts both within and outside mathematics. • Explicitly describe assumptions in estimation, modeling, or data analysis, and make appropriate inferences with critical thinking. • Develop and interpret mathematical models of raw data, or physical or social phenomena. 	<ul style="list-style-type: none"> • Articulate to Compass Council how writing will be used to help meet domain learning goals 	<ul style="list-style-type: none"> • Narrative or Analytical Writing • Case studies • Surveys of research • Explanation of problem solving • One-minute essays/timed writing • Research journals • Essays from exams • Proofs • Homework/take home problems 	<p>Regular writing assignment as appropriate to discipline/material, with an emphasis on writing-to-learn approaches</p>

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<p>Major Experience:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Integrate and apply academic skills to understanding practical experiences and problems found beyond the traditional classroom. • Develop a foundation for lifelong engaged learning as a Millsaps graduate. • Analyze the experience critically to integrate knowledge and experience and to achieve new understandings. 		<ul style="list-style-type: none"> • Reflective papers • Research papers • Honors Theses • Field notes • Daily journal • Weekly responses • Poster abstracts and presentations • IRB proposals • CEL writing responses • Reading responses 	<p>Authentic writing to the experience undertaken (e.g., honors theses, research papers, reflective papers, other appropriate assignments)</p>