<u>Undergraduate Iterative Writing Requirement at O'Neill</u> -Last updated June 2025

1. Purpose of iterative writing requirement:
   - To help students become better writers, using the instructor's developmental feedback on a draft to revise their assignment.

2. Iterative writing (IW) courses: The faculty have designated one course in each major as the IW course.
   - Recognizing the need to manage faculty time spent, we aim for a 35- student course cap.
   - The IW courses are:
     Environmental Management, Human Resources, Management, Nonprofit Management, Public Management: V236
     Law and Public Policy: V339
     Policy Analysis: V386
     Public Financial Management: V374
     Arts Management: A354 (will change to V236 in Fall 2026)
     Healthcare: H374

3. What is the IW requirement:
   - *One* written assignment…
     - Must be individual work (if a group project, the students must identify which work is theirs so they can be separately graded).
     - Can be short. Suggest 2 page minimum.
     - Does not need to require student research (instructor can provide a packet of materials).
   - Which is connected to the work, practices, or knowledge in major-related careers…
   - In which students get feedback from the instructor on *one* draft (multiple feedback loops are not required)…
   - And the final grade depends in part on the quality of the revisions based on the feedback.

4. Tips:
   - It may help to tell students why this assignment matters, e.g.,
     - Promotes critical thinking about real-world scenarios
     - Can be shared as experience in interviews or as a writing sample
     - Students need to be able to show they can do more than AI or else why should someone hire them
   - Suggest the IW assignment is 10-20% of the overall grade in the class, depending on the amount of work expected.
   - Be clear about AI use

- For example, are students allowed to use only Word spelling and grammar check or can they use Grammarly? Grammarly with AI?
- What are the consequences for using AI if not allowed?
- Example of how to prevent and identify unauthorized AI use:
  - Require each sentence in the assignment to have a footnote or endnote *with page number* (or instead of footnotes or endnotes use internal cites with page numbers (Homer 2025, pg. 1)). Page number is key.
  - And require students to:
    1. attach a *download* of each source with the specific source language *highlighted* (student identifies the specific sentences that are the source); or
    2. include a *link to each source in footnote, endnote, or works cited.*
  - If there are not page numbers for a source, require students to download the source document and create page numbers and attach the document.
  - Straightforward sanction ideas: Inform students that
    - for every sentence where the content is not found in the citation location, they lose 5% of the assignment's value and you will go through the academic misconduct process.
    - if there are any *non-existent* sources, the grade on the assignment will be zero and you will go through the academic misconduct process.
  - A TA can check all the citations, links, etc. because this is objective work. If the TA does this checking first, you then can focus just on the writing content, style, etc.
  - Instead of footnote or endnote for *each* sentence, you could allow students to cite three or more consecutive sentences from the same source *and page* by citing just the first and last consecutive sentences.

  E.g., "The Environmental Management degree requires thirteen courses. (Bulletin at 11). Students are required to choose one class that teaches the connection between health and the environment. Students also must take six specific courses, such as Environmental Management and Introduction to Environmental Science. (Bulletin at 11). The Law and Public Policy major, however, requires 14 courses (Bulletin at 13).

  Works cited: 2024-25 Indiana University O'Neill School of Public and Environmental Affairs Undergraduate Bulletin (Bulletin). https://bulletins.iu.edu/iu/spea-ugrad/2024-2025/"

5. Questions?
   - To discuss assignment design, grading, or anything else related to the teaching of writing, reach out to CITL instructional consultant Layli Miron: lamiro@iu.edu
   - Any other questions, please feel free to contact Andrea Need: aneed@iu.edu