Undergraduate Minimum Writing Standards

Undergraduate Writing Competency

GBCN expects each graduate to be an accomplished scholarly writer who understands the significance of written expression and critical thought as they pertain to professional nursing development. The latter is accomplished by each student conducting significant scholarly work illustrating and defining comprehension of nursing course content throughout the curriculum. Each student must successfully satisfy the GBCN Standards of Writing to graduate with the baccalaureate nursing degree from GBCN. For all formal writing assignments, students must achieve a minimum grade of 75% as evidence of minimum competency in undergraduate nursing scholarly writing. The rationale is to ensure that all students meet a minimum competency in the GBCN Standards of Writing as evidence of baccalaureate writing competency at program completion.

For all formal writing assignments earning a grade <75%, the student is required to remediate with the Mercer Writing Center or CNE as directed by course faculty. A resubmission of the formal writing assignment is required and the resubmitted writing assignment must earn a minimum of 75% for the student to successfully complete the course and progress in the program.

Students earning a grade <75% on a formal writing assignment must follow these steps:

- Meet with the CNE faculty and/or Mercer Writing Center to review assignment, submission.
- Develop a remediation plan to address individualized writing enhancement and development.
- Complete and submit a second formal writing assignment for the associated course to meet course outcomes. This assignment and due date is determined by the course coordinator and may be a revised resubmission of the formal writing assignment or a new formal writing assignment that meets associated course outcomes. Once the second assignment is graded and meets ≥75%, the two grades will be averaged and entered into the gradebook.
- Any student failing to meet the 75% minimum writing competency must meet with the Associate Dean for the Undergraduate program to determine further remediation and/or progression status in the program.

GBCN Standards of Writing

Definition of Terms

1. **Formal Writing/Writing in the Discipline**: Writing related to the discipline of nursing. Examples: scholarly APA papers, final research projects such as poster presentations or seminar presentations.

2. **Informal Writing/Writing to Learn**: Writing includes short, informal, responsive writing. These writing tasks are assigned as brief, in-class assignments and out-of-class/clinical assignments. Examples: clinical reflections, concept maps, care plans, and case study responses.

Writing Standards

1. **Audience and Purpose**: In all nursing course writing, the student will demonstrate an understanding of the reason for the assignment, the audience the assignment is intended to address, the topic to be discussed and the role of the student as the writer.

2. **Arrangement**: The student should apply appropriate content arrangement strategies for a specific writing assignment. They should be able to arrange their writing coherently. For instance, in a formal writing the student should always include an introduction.

3. **Elaboration**: The student articulates and records content consisting of the explanations, examples and evidence accordingly. In formal writing, this is the body of the writing.
4. **Synthesis:** The student draws conclusions, makes accurate inferences and explanations using scholarly evidence to support the credibility of their writing. For instance critical thinking, clinical reasoning, and clinical judgment in the clinical area are accurately depicted in concept maps and nursing care plans as well as in reflections.

5. **APA Style, Grammar, Punctuation, and Spelling:** The student appropriately follows APA guidelines on how to cite, paraphrase, and quote sources. The student should demonstrate an understanding of using correct grammar, punctuation and spelling in an effort to write clearly and credibly. For example, with clinical paperwork, references should be used to cite material obtained from the medical record, information obtained for concept maps and resources used to support objective/subjective data, client goals and nursing interventions.

*Approved UCC, 5/2017*