



COLLEGE OF LIBERAL ARTS

Policy Statement: Curricular Initiative to Enhance Writing in the Liberal Arts
Disciplines (WLAD) Course Criteria Checklist (Triple C) Form
Effective: Fall 2014
Approved: Dean's Office, College of Liberal Arts
Updated: 11/20/2013

A. Requirements for "Writing-Intensive" (WI) Course Designation

1. Instructors must provide at least one writing and one oral communications related learning outcome.

Outcomes should state what the student *will be able to do* (i.e. writing skills learned in the course), rather than what students *will do in the course* (i.e. activities performed in the course).

2. Students must complete **informal and formal writing assignments sequenced** during the course intended as "writing to learn" and "learning to write" assignments.

Examples of informal "writing-to-learn" writing assignments include brainstorming, free writing, journals, and reaction-response essays. Examples of formal "learning to write" assignments include critiques, reviews, laboratory reports, case studies, observations, essays, proposals, and research papers.

3. Students must **receive feedback** from instructors. The feedback should facilitate the composing process but give the primary responsibility for **revision** to the student.

This feedback might be supplemented by peer mentors in the major or writing tutors in the Richard Wright Center.

4. Students must have an opportunity to **incorporate feedback** from instructors (as well as from peer mentors and writing tutors) and **complete substantive revision** of written work.

This feedback might provide comments rather than markings and use sequencing to facilitate invention and pre-writing, drafting and revision, substantive editing and proofreading.

5. The course must include classroom discussion of particular writing conventions—vocabulary, organization, evidence, citation—specific to the discipline or profession.

A simple exercise is to address the assignment prompt and the difference between using a thesis and hypothesis, and using primary texts or field research.

6. A **minimum of 20% of the grade for the course** must be based on the extent to which students display program writing criteria (i.e., evaluated by rubrics) in the revision and editing processes of formal writing.

B. Submission Process

The process for submission and designation of Writing Intensive (WI) courses is articulated below. Generally speaking, the process for submitting a course is as follows:

1. Faculty will redesign courses to meet WI requirements (see above) and use the "Triple C" form as a guide for revision.
2. Faculty member must complete the College-wide Curriculum Committee Curricular Checklist, print it out and attach to revised course syllabus, and submit to the respective departmental curriculum committee for review or department chair;
3. Department chair contacts Associate Dean, Chair of the College Curriculum Committee (CCC), to submit forms and supporting documents;
4. CCC members review and provide feedback on the proposal. The following may happen: (a) recommendation for approval to Dean or (b) suggested revisions to department chair (CCC will return documents back to department for modifications). If Dean approves, then courses move forward to next step in University review process. If course needs modifications, then modified documents are returned to CCC for review cycle and action (recommendation). CCC will indicate in their recommendations to department chair which university curriculum forms must be completed before the documents move forward to Undergraduate or Graduate Curriculum Committees.
5. CCC will send forward only those required documents needed for University curriculum committee (Undergraduate or Graduate)
6. CCC will maintain a list of approved courses with "WI" designation in the College of Liberal Arts.



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Course Criteria Checklist (Triple C) Form (Required for all WI Courses)

Department: _____

Existing Name of Course: _____

Existing Course Number: _____ Existing Credits Hours: _____

Check only one: Sophomore-Level Course____ Junior-Level Course ____

Please provide concrete explanations for how the requirements are met in the course

Criterion	Guideline	How requirement will be met
WI Courses have written and oral communications learning outcomes	Two or more learning outcomes addressing students' development of writing skills and oral communications relevant to the field and how students will use writing and speaking to learn in the course. <i>WI courses will include learning outcomes related to awareness of the social and intellectual aspects of academic writing and effective oral communication in a college/university setting and beyond.</i>	After the course, students will be able to: 1. (Outcome 1) 2. (Outcome 2)
Informal Writing Assignments	Distributed through the course as appropriate to learning outcomes.	
Formal Writing Assignments	Single document sequenced and due at the end of the semester and/or multiple documents due during the semester.	
Revision Policy	Students must receive feedback from instructors and have an opportunity to incorporate feedback from instructors and complete substantive revision of written work.	
Classroom Discussion	Class discussions that focus on the use of particular writing strategies, discourse, and oral communications. <i>WI courses include discussion of critical reading, writing, research and reflective practice.</i>	
Writing portion of the grade	At least 20% of the overall course grade must be based on writing assignments.	



SAMPLE #1

Course Criteria Checklist (Triple C) Form

(Required for all WI Courses)

Department: Department of History and Philosophy

Existing Name of Course: Historical Monuments and Memory

Existing Course Number: 395 Existing Credits Hours: 3

Check only one: Sophomore-Level Course___ Junior-Level Course __X__

Please provide concrete explanations for how the requirements are met in the course

Criterion	Guideline	How requirement will be met
WI Courses have written and oral communications learning outcomes	Two or more learning outcomes addressing students' development of writing skills and oral communications relevant to the field and how students will use writing and speaking to learn in the course. <i>WI courses will include learning outcomes related to awareness of the social and intellectual aspects of academic writing and effective oral communication in a college/university setting and beyond.</i>	After the course, students will be able to: Course outline includes outcome of "Read, write, think, and speak critically about historical events" Course outcomes include: "Practice informal writing to help analyze and understand course content" "Understand the major components of historical writing" "Create and defend a historical argument in a written research paper"
Informal Writing Assignments	Distributed through the course as appropriate to learning outcomes.	Reading Responses are 20% of each day's discussion grade. Discussion (thus, reading responses) occur every class except first day and last two weeks. Reviews of Peer Papers – each student reviews 2-3 peer papers, answering review questions in a class handout. Reviews of Presentations – each student provides brief, informal feedback on every student's presentation.
Formal Writing Assignments	Single document sequenced and due at the end of the semester and/or multiple documents due during the semester.	Course includes one research paper, sequenced as following: 1. paper proposal 2. draft for peer review 3. final paper
Revision Policy	Students must receive feedback from instructors and have an opportunity to incorporate feedback from instructors and complete substantive revision of	Instructor feedback provided on proposal and presentation; peer feedback provided on peer review draft and presentation. Peer Review draft will be revised into final paper.

	written work.	
Classroom Discussion	<p>Class lessons of particular writing strategies</p> <p><i>WI courses include discussion of critical reading, writing, research and reflective practice.</i></p>	<p>At the mid-term, the entire reading/discussion focuses on a book about how to write and think like a historian, with the explicit goal of using this information to help students write better papers. (Using reading such as Storey, <i>Writing History</i>, 3rd ed.) Also, daily discussions of the readings include analyzing writing structure and method of the authors as appropriate.</p>
Writing portion of the grade	<p>At least 20% of the overall course grade must be based on writing assignments.</p>	<p>35% of course grade is the formal paper, which includes Peer Review and Paper Proposal. Also, 20% of Discussion grades are comprised of the Reading Responses; Discussion grades collectively are worth 50% of final grade (i.e. Reading Responses indirectly compose 10% of final grade).</p>

SAMPLE #2

Course Criteria Checklist (Triple C) Form

(Required for all WI Courses)

Department: Department of Art

Existing Name of Course: Art History and Architecture

Existing Course Number: 208 Existing Credits Hours: 3

Check only one: Sophomore-Level Course ☒ Junior-Level Course ☐

Please provide concrete explanations for how the requirements are met in the course

Criterion	Guideline	How requirement will be met
WI Courses have written and oral communications learning outcomes	Two or more learning outcomes addressing students' development of writing skills and oral communications relevant to the field and how students will use writing and speaking to learn in the course. <i>WI courses will include learning outcomes related to awareness of the social and intellectual aspects of academic writing and effective oral communication in a college/university setting and beyond.</i>	After the course, students will be able to: Students will be able to construct a sustained, written art historical argument interpreting a selected theme within Roman art. Students will be able to find and analyze scholarly sources, and will be able to incorporate those sources into their writing using appropriate citations. Students will be able to assess the historiography of Roman art via written critiques of scholarly articles.
Informal Writing Assignments	Distributed through the course as appropriate to learning outcomes.	Weekly writing assignments ask students to "thoughtfully consider the material covered and the questions posed in lecture during that week." Students must complete minimum of five responses.
Formal Writing Assignments	Single document sequenced and due at the end of the semester and/or multiple documents due during the semester.	Due dates for sequenced, related writing assignments (e.g., "Paragraph and initial source list") and drafts of the research paper are spread throughout the term.
Revision Policy	Students must receive feedback from instructors and have an opportunity to incorporate feedback from instructors and complete substantive revision of written work.	Students submit the first draft of the research paper late in the term, and it is returned with comments from the instructor in the following week. Students revise for final submission during finals week. Each student also reviews the draft of a peer and returns it with comments prior to the final revision.
Classroom Discussion	Class lessons of particular writing strategies <i>WI courses include discussion of critical reading, writing, research and reflective practice.</i>	Discussions of strategies for developing, composing, and sustaining a written art historical argument; appropriate sources; the evaluation of sources; research methods; and citation formatting spread throughout the term.

<p>Writing portion of the grade</p>	<p>At least 20% of the overall course grade must be based on writing assignments.</p>	<p>The majority of the grade is based on students written work: 25% for weekly responses 10% for the preliminary bibliography 10% for the first draft 30% for the final paper</p>
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