



February 24, 2014

Dear Faculty Colleagues:

Below are instructions for submitting your revised syllabi and accompanying documents for departmental courses that will carry the Writing Intensive (WI) designation. In addition, the guidelines below are applicable to all future College of Liberal Arts curricular course revisions, new course proposals, and/or course deletions.

A. STEP 1: Writing Intensive Course Requirements (these are part of the evaluation criteria for approval):

Please make sure that your syllabus integrates all of the following requirements (taken from the Triple C Form) and be sure they are easily identifiable in order for your syllabus to be approved:

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. STEP 2: Writing Intensive (WI) Syllabus Statement and Prerequisites

The purpose of a designated Writing Intensive (WI) course in the major is to instruct students in the main types of writing practiced by members of the discipline. Specifically, the course must give students opportunities to draft and revise based on instructor or peer-review feedback so that they can practice the writing processes, forms, and conventions expected in the field. The syllabus should also clearly list any pre-requisites that must be completed prior to enrolling in WI courses. All WI syllabi will contain the following information:

- a) explicit statement that the course "fulfills all or in part the writing-intensive requirement for the _____ major";
- b) specific description of the assignments/procedures by which the course fulfills the Writing Intensive criteria.

Sample (hypothetical) Writing Intensive Statement on Syllabus

- This course fulfills all/in part the Writing Intensive requirement in the _____ major. It does so through the 1000-word paper on _____ due _____, the 1000-word analytical report due _____, and the 2500-word research report. The research report will be completed through a draft/feedback/revision process. The first draft will be due _____; I will provide commentary on the draft, and the revised draft will be due on _____.

The above sample is not intended as a template, merely as one MINIMAL way of ensuring that students are aware of the intensity and revision processes involved with specific assignments in the course. As explained above, we expect that individual teachers and departments will develop unique ways of meeting the criteria and we encourage faculty to go into more detail than the sample does in describing the assignments/procedures.

C. STEP 3: Complete Curricular Checklist

The College Curriculum Committee has created a Curricular Checklist for all courses that are to be reviewed in the College of Liberal Arts. The revised WI courses would fit this requirement. Please complete the Curricular Checklist document, print it out, and attach it to your revised course syllabus. Syllabi that do not have this form attached will be returned to the Department Chair.

D. STEP 4: Submission and Review Processes

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 and the department chair; the department chair reviews for accuracy, supporting documents, and makes sure that the proposal has been discussed at the faculty level. *The faculty member must also complete the Undergraduate Curriculum Committee Form which must be attached to the revised proposal.*
3. Once the proposal meets all requirements and it is approved by the department chair, the 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).
5. If Dean approves, then courses move forward to next step in University review process (UCC). 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. A revised UCC Form (may need to be completed) and reattached if changes to the document are required before the documents move forward to Undergraduate or Graduate Curriculum Committees.
6. CCC will send forward only those required documents needed for University curriculum committee (Undergraduate or Graduate)
7. CCC will maintain a list of approved courses with "WI" designation in the College of Liberal Arts.

E. General Guidelines for WI Courses

Prior to graduation, all CLA disciplines/majors are required to include two WI courses (one at the 200-level and one at the 300-level).

- WI sections are limited to 30 students;
- Faculty will devote significant time to instruction on writing in the course and on how to complete assignments successfully.
- Students are required to revise at least one substantive assignment in the course based on instructor feedback.
- Students will receive instructor feedback on their writing.
- All of the writing assignments in the course should count substantially toward the students' final grade in the course.
- The WI designation and writing requirements should be clearly noted on the syllabus. *WI courses must also be clearly designated in the catalog description for the major.*

Note: Sufficient sections of the proposed course must be offered to ensure that all students have the opportunity to complete the requirement(s).