

Application for Writing Intensive Course for Existing Course

Course Subject and Number _____

Course Name _____

Contact Person _____

For WI courses:

Explain the writing intensive nature of the course, addressing (1) types of writing students do (expository, analytical, scientific, etc.) and (2) opportunities for students to develop their writing skills (feedback, revisions, sequenced assignments, etc.)

Explain how your course or courses will meet these assignments:

- Has writing assignments as at least 30% of the course grade
- Has an assignment that can be submitted to WAC for assessment that is 750-1000 words; analytical or persuasive; worth at least 5% of the course grade
- Is capped at 25 students
- Uses multiple approaches to writing

Guidelines for Writing-Intensive Courses

Definition of WI Courses

Writing-Intensive courses integrate instruction and practice in writing into upper-level content courses to assist students in becoming effective writers in a specific discipline. They provide a variety of contexts for writing, both formal (for example, research papers, laboratory reports, and book reviews) and informal (for example, journals, in-class responses to readings, and writing-to-learn activities). They help students to understand the writing process, expectations of writers in diverse settings, and key concepts about written discourse in their discipline.

Nature of the WI Course

In recognizing the diversity of the various disciplines that offer Writing Intensive (WI) courses, we do not believe we can formalize a required number of papers or words written in one semester. Instead, we wish to emphasize that a WI course needs to include writing in the overall course philosophy. Thus, we make the following recommendations:

- The class should be capped at 25 students to allow for the commitment of time and energy that an instructor must make to ensure that a class is truly writing intensive.
- The class should be a junior/senior level course, required by all majors, and be taught within the major.
- The syllabus should indicate that this course is designated as a WI course and writing should be listed as a course competency.
- Each program should identify its WI course in the University catalog.
- The instructor needs to use multiple approaches to writing in a course, such as writing to communicate, writing to learn, or writing to evaluate student progress.
- The instructor should include instruction about the writing process, such as finding sources (if research paper), drafting, peer or instructor review, revision, and regular feedback about writing.
- Writing should be included as a percentage of the course grade (at least 30%). Most disciplines would be expected to do more. This means that writing is used in the evaluation of students (out-of-class written assignments, in-class essay exams, daily grades/informal writing, etc.)

Expectations of WI Instructors

- Instructors should be full-time faculty with appropriate terminal degree or comparable experience. This recommendation recognizes that one goal of WI courses is to teach students the disciplinary expectations of writing in their field.
- Instructors should seek to be informed about the writing abilities of students that are relevant to potential employers. This means that instructors should ask “what kinds of writing will students be asked to do in their jobs?” and “how can instructors incorporate these writing tasks in their classes?”
- Instructors should seek to be informed about writing instruction by attending campus workshops, reading about WAC, or learning about writing instruction within their own disciplines.
- Instructors should identify and refer students who need additional help with writing to the LEC or Writing Center.
- Instructors should self publish their syllabus on the web or send a copy to WAC committee for publication on the WAC web page.

Approved 4-21-99
laura.carroll@acu.edu