**Writing-Intensive Course**

**Application & Review Planning Document**

**Unit:**

**Course:**

**Multiple sections (Y/N):**

**Unit personnel responsible for administration of the course:**

**Email address(es) of personnel identified above:**

**Course Summary:**

**Opening Narrative**

Please address the unit’s rationale for obtaining the WI attribute for this course and describe how this course fulfills the role and purposes of a WI course.

**Self-review Checklist**

Please use the following checklists to ensure that the course application or review portfolio is complete and demonstrates the WI course requirements.

**Unit Curricular Requirements**

|  |  |
| --- | --- |
| **Criteria** | **Yes / No\*** |
| Is the course enrollment capped at 35 students per section or lower?Note: The Committee strongly recommends caps no higher than 25 in order to maintain manageable teaching and learning conditions. |  |
| Is the course offered at the 300-level or above? |  |
| Does the unit require that students take this course as part of a major degree program?If no, please identify the other WI courses the unit offers that students can take in order to satisfy the WI requirement. |  |
| **Rationale for “No” responses:** |

**Course Pedagogical Requirements**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Yes / No\*** | **Document(s) & Page #(s)** |
| Does the [syllabus explicitly inform](https://wac.gmu.edu/writing-intensive-courses/wi-course-approval-review/wi-syllabus-statement/) students that the course is Writing-intensive? |  |  |
| Does the course include at least one outcome from each of the Writing-to-learn, Writing-to-communicate, and Writing process sections [copied verbatim](https://wac.gmu.edu/writing-intensive-courses/wi-learning-outcomes/) onto the syllabus and listed separately from other learning outcomes on the syllabus? |  |  |
| Do the materials demonstrate that students are expected to write at least 3500 words across 2 or more assignments? |  |  |
| Do the materials demonstrate that the writing assignments constitute a substantial portion of the final grade (30% or higher)? |  |  |
| Do the materials demonstrate that the instructor(s) will offer feedback on student writing assignments? Note: this is typically demonstrated in the course schedule, assignment descriptions, and/or a statement about feedback in the course. |  |  |
| Do the materials demonstrate that students will have sufficient time to revise at least one writing assignment based on faculty feedback (at least one week between receiving feedback and submitting revisions)? Note: this is typically demonstrated in the course schedule and assignment descriptions. |  |  |
| Do the materials demonstrate that the instructor(s) will provide significant instruction on how to successfully compose the writing assignments in the course? Note: this is typically demonstrated in the course schedule and curriculum table below. Course materials might also include a statement on instruction. |  |  |
| **Rationale for “No” responses:** |

**WI Student Learning Outcomes and Curriculum Table**

In the list below, please highlight in yellow the outcomes you have chosen for your course.

1. **Writing-to-Learn:** using writing as a form of inquiry, invention, and reflection
	1. Students will use writing to explore and respond to texts or other content in ways that deepen their awareness of the field of study and its subject matter.
	2. Students will write in response to primary or secondary sources in their field of study in order to better understand, analyze, and synthesize key questions and conversations reflected in those sources and field of study.
	3. Students will use writing to reflect on the strategies, processes, genres, purposes, and audiences that they, their peers, or professionals in their field of study engage as writers as students continue to build on and adapt their prior experiences to new and changing contexts for writing.
2. **Writing-to-Communicate:** using writing as a form of participation in a discipline, profession, or field of study
	1. Students will gain familiarity with one or more academic, public, or professional genres specific to their field of study and be able to explain some of the major conventions for composing the genre(s), including (but not limited to) purpose, audience, structure, content, language use, and citation practices.
	2. Students will demonstrate through writing assignments a rhetorical awareness of the decisions they make related to purpose, audience, and the context in which they write, including writing conventions that are specific to their discipline, profession, or field of study.
3. **Writing-as-a-Process:**
	1. Students will develop strategies appropriate to the discipline and genre for revising, reorganizing, and proofreading writing based upon feedback they receive as they engage in a recursive writing process.

In the table below, please describe the instruction and assignments that align with each outcome.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Writing to Learn** | **Writing to Communicate** | **Writing as a Process**  |
| **List the targeted writing skills students need to succeed on this outcome.** |  |  |  |
| **List any instruction faculty will offer in to help students learn and develop this skill. (e.g., specific strategies, lessons, lectures, activities)** |  |  |  |
| **List any minor or formative assessments you will use along the way to check students’ understanding and application of the targeted skill.**  |  |  |  |
| **List the major/summative assessment that you will use for students to demonstrate the targeted skills for this outcome.**  |  |  |  |
| **Please offer any additional commentary that you believe will help contextualize the course design and instruction for the Committee.** |

**Professional Development Plan:** Please describe your unit’s plan for continuous professional development related to writing instruction.