**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:**

**Please check all of the resources that those involved in the development of this planner consulted to learn more about the WI outcomes and teaching with writing?**

* A faculty learning community on Writing-intensive course design
* A WI course proposal workshop
* A workshop on other aspects of teaching with writing (e.g., feedback)
* The guide to the WI learning outcomes
* The video series on the WI learning outcomes
* A consultation with WAC Program staff
* Other:

**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 each of the Writing-to-learn, Writing-to-communicate, and Writing process outcomes [copied verbatim](https://wac.gmu.edu/writing-intensive-courses/wi-learning-outcomes/) onto 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 table below, please describe the instruction and assignments that align with each outcome.

|  |  |
| --- | --- |
|  | **Alignment:** Please describe the assignment(s) & instruction aligned with each outcome you have selected for your course.  **Rationale:** Please also include a brief rationale explaining how the alignment among the outcome, instruction, and assignment(s) supports student writing development in the major. |
| **Writing-to-learn:** |  |
| **Writing-to-communicate:** |  |
| **Writing-as-a-process:** |  |
| **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.