

Writing-Intensive Course Criteria Checklist

Revised January 2021

Whether a course is "writing intensive" depends on much more than the amount of writing in a course. The amount of writing is less important than the purpose the writing serves, the amount of course time devoted to the improvement of writing, and the instructor's plan for providing in-process feedback to students. General guidelines concerning the minimum amount of writing are listed in #3 below, but requirements will vary according to the discipline, type, and level of course. *Please use the following questions to evaluate your course.*

- 1. Is writing integral to course design, and consistent with the values and practices of the discipline represented by the course?**
 - A. The required writing should be meaningfully integrated into the course with the intention of helping students learn important course concepts.

- 2. Will students receive in-process feedback from the instructor and revise their work to better meet the learning objectives of the particular writing assignment?**
 - A. Students should receive substantial feedback from instructors via student-instructor conferences, written comments, and/or class lessons. (Feedback in the form of peer review is appropriate in some cases but should not replace instructor feedback.)
 - B. Students should be required to demonstrate learning from this feedback through revisions of written work and improved future work.

- 3. Is the amount of required writing sufficient for a W course?**
 - A. If the course satisfies the first two criteria listed above, the amount of writing will usually be acceptable. A simple rule-of-thumb is that at least 40% of the grade should be determined by individually authored, graded, written work. However, a more quantitative, problem-solving oriented course (e.g. physics, computer science, chemistry, mathematics, etc.) may be acceptable with less of the course grade dedicated to writing, while a course that more naturally involves writing (English, history, philosophy, etc.) may have more of the course grade dedicated to writing. Upper level courses should have more writing than lower level courses.

- 4. (If applicable) Does a writing intensive section of a course differ from a "regular" (non-W) section of the same course, in terms of pedagogy?**
 - A. Although the percentage of course grade and amount of writing may be similar, the approach to teaching should be different. Instructors in writing-intensive courses are expected to require multiple drafts of more assignments, provide more feedback on substantive writing issues, and devote more class time to the improvement of writing skills.

**Writing Intensive (W) Course
PROCESS for APPROVAL**

1. Contact Jennifer Wies to discuss expectations and clarify criteria and process.

Jennifer Wies, Associate Provost
Phone: (859) 622-6208
Email: Jennifer.Wies@eku.edu

2. Prepare syllabus that clearly demonstrates the 5 criteria.

Information about criteria 1—4 should be explicit on the syllabus.

Required Student Learning Outcome: *Demonstrate a writing process that produces effective documents appropriate to course level.*

Course Description: all writing intensive courses require, at minimum, successful completion of ENG 102, ENG 102R, ENG 105(B), or HON 102.

3. Consult with Jennifer Wies to review syllabus and ask questions.

4. Obtain *W-Course Recommendation Memo* from Jennifer Wies stating that course meets the requirements for a W course.

5. A. Prepare paperwork

1. *Curriculum Revision Form(s)*. One for W course and one for non-W version of course if non-W version of course will be kept
2. (if applicable) *Drop Course Form* for non-W version of course if it will be dropped
3. *Syllabus for W course*
4. *W-Course Recommendation Memo (from Jennifer)*

B. Submit paperwork to curriculum committees in this order:

1. Departmental Curriculum Committee (*Faculty member's responsibility*)
2. College Curriculum Committee (*Faculty member's responsibility*)
3. General Education Committee (*if applicable, College Curriculum Committee routes paperwork to GE Committee if applicable*)
4. CAA (*College Curriculum Committee routes paperwork to CAA*)

Sample Syllabus: Appendix A

are expected to use the feedback to improve each subsequent assignment. **It is essential that you attend class to receive feedback about your performance on the research proposals.**

(B) **Research Proposals (Title page; Introduction; & Reference page).** (*Documents to help you with your research proposals are on Bb.*) Research proposals will be based on the articles provided to you. For each proposal you will develop a research question that logically follows from the previous research, and a research prediction that clearly addresses your question. You will write a Title page, Introduction, and Reference page in APA format. You will receive feedback on each part of the proposal, and you must revise proposals to be re-graded. **It is essential that you attend class to receive feedback about your performance on the research proposals.** The same feedback process described for Article Assignments will be used for the research proposals.

Writing Quality: Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may visit the Noel Studio, in the Library: The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-6229.

Feedback about all writing assignments will be given in class. This is a writing-intensive course. **It is essential that you attend class to receive feedback on your writing.** I will give you lots of feedback about writing and will do my best to help you improve. Your job is to be open to feedback, be willing to ask questions, take the time necessary to think about your writing, and to revise your work.

5. INFORMATION LITERACY (Assignments given in class)

A library faculty member will provide detailed instruction on information literacy topics that are essential for your success in college, and your future lives/careers. We will meet 2 times in the library for these lessons. Class schedule is at end of syllabus.

Commented [RP2]: W course criteria 1-2 found here.