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.

<u>Course Description:</u> 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

Appendix A Sample Syllabus (Partial)

PSYCHOLOGY 250W: Information Literacy in Psychology (Writing Intensive) 3 credit hours CRN 16354 Fall 2011

Instructor: Dr. Rose Perrine Email: rose.perrine@eku.edu

Phone: (859) 622-2378 (office & voicemail) Office: Cammack 231

Office hours: TR: 9:30—11:30 & by appointment

Catalog Description: PSY 250W Information Literacy in PSY (3) A. Prerequisites: PSY 200 or 200W and successful completion of ENG 102, ENG 102R, ENG 105(B), or HON 102. Information literacy, reading, evaluating, summarizing scientific literature in Psychology; scientific writing (APA format); basic research terminology. Credit will not be awarded for both PSY 250W and PSY 250.

Required Textbook: Mitchell, M. L., & Jolley, J. M. (2009) Research design explained (7th Edition). Belmont, CA: Thomson Wadsworth. Book is used again in PSY 309, 310, & 401

 $\underline{\textbf{Instructor Goal for Course:}} \ \, \textbf{It is my hope that by learning } \underline{\textbf{how}} \, \textbf{psychologists develop ideas and test those}$ ideas, that you will become more excited about the field of Psychology. "Research methods" is not the most exciting topic to most students, but the benefits of understanding research can be very exciting. For example, if you want to help people, research can show you the best ways to help. If you want to test your own ideas, knowing research methods allows you to do that. As you go through this course, I encourage you think about things that interest you. Why did you become interested in Psychology? What topics are exciting to you? What would you like to know about those topics? How can you use what you learn in this class to better understand people (or animals)?

Student Learning Outcomes. By the end of the course you should be able to:

- Distinguish common-sense, non-scientific approaches versus scientific approaches to knowledge.
- 2. Understand Information literacy (Competency Standards of the American Library Association, 2009) 3.
 - Demonstrate the ability to read, analyze and summarize scientific literature in the field of Psychology.
 - A. Comprehend basic research terminology and content of entry-level journal articles in the discipline. B. Analyze and integrate information from research articles to create research questions/predictions for future research.
- Evaluate research for internal, external and construct validity issues. 4
- Demonstrate the skill to write reports in the style, process and format required by the discipline.
- Demonstrate a writing process that produces effective documents appropriate to course level. 6.

COURSE REQUIREMENTS (Selected Examples of W Processes)

WRITING ASSIGNMENTS.

(A) Article Assignments (Articles, Article Assignments & due dates are on Blackboard.) An important objective of this course is to prepare you to read & analyze scientific literature. These skills are critical for your success in future psychology courses. The assignments increase in difficulty over the semester. It is essential that you attend class to receive feedback about your performance on the article assignments. When each assignment is returned to you we will spend most or all of that class session discussing thinking and writing errors. You are expected to take notes and ask questions to clarify your understanding of anything I noted on your assignment. A summary of our discussion will be placed on Bb after each class meeting. You

Commented [RP1]: Examples of SLOs specific to writing. Some version of #6 is required.

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 EKU 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.eku.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.