Suggested Guidelines for Writing Intensive (WI) Course Proposals

- The standard course outline should specify the following measurable writing learning outcomes:
  - Employ a process which includes invention, drafting and revision;
  - Use conventions appropriate for particular audiences;
  - Express and synthesize their own and others’ ideas;
  - Demonstrate comprehension of texts by developing accurate summaries, reasoned analyses, and responses;
  - Evaluate and incorporate source materials as appropriate to a given task; and
  - Apply the conventions of standard written English.

- The standard course outline should specify in concrete terms what instructional activities will be employed to achieve the specified writing learning outcomes. These instructional activities should reflect best practices in writing instruction and might include, for example, the introduction and practice of prewriting, exploratory writing, drafting, revision in response to instructor feedback on drafts and revisions, editing strategies, peer review, reading-reaction journals, summarizing, relevant documentation conventions, research techniques, and information literacy.

- Writing Intensive capstone courses must require at least 5,000 words of writing comprised of various assignments. The writing component may be integrated throughout the courses or may be a cumulative report or project that has, as part of the report or project, ongoing evaluation and feedback throughout the semester. The writing assignments may be in whatever form the instructor deems appropriate to the subject matter and methodology of the courses.

- The course must include early (i.e., during the first 3 weeks) feedback on student writing and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

- If assignments include a significant amount of research, the standard course outline should explain how you will ensure students are aware of the research tools (e.g., library databases, data sources, research guides) needed in order to discern and incorporate appropriate source materials.

- Two-thirds of the final course grade must be based on student writing. The standard course outline should specify how activities related to writing instruction will be evaluated. These evaluation techniques should reflect best practices in writing instruction and might include, for example, completion of prewriting, drafting, and revising of written assignments and participation in peer review and other activities related to the production of the written assignments.

- If two-thirds of the final course grade includes a group writing project, students’ writing for the project should be evaluated individually.
• The bibliography included in the standard course outline should include composition texts and other materials that would be helpful to prospective instructors and students.

• All Writing Intensive capstones will have the following text describing the prerequisites for the course: “Students must have scored 11 or higher on the GWAR Placement Examination or successfully completed the necessary portfolio course that is a prerequisite for a GWAR Writing Intensive Capstone.” Individual courses may have additional requirements, but all WI courses will have this GWAR prerequisite.