WI Course Proposal Questionnaire and Guidelines

Course Title and Number:
Department:
Contact:

QUESTIONS:

1) What percentage of the overall course grade comes from writing assignments (major and minor)?

2) If the proposed course capacity exceeds the recommended 12-22 students, explain the circumstances.

3) Does this course focus on discipline-specific writing? If yes, describe the types of discipline-specific writing that will be taught. If no, explain why this is not the case.

4) Describe how the teaching of writing will be integrated into the course.

5) Describe how scaffolded or process-based writing instruction will be employed.

6) Will there be collaborative writing assignments in this course? If so, explain how each student will contribute and be evaluated for the assignment(s).

7) What other types of writing will be assigned in this course?

8) How is student writing assessed in this course both broadly in the course and for specific assignments?

9) Official LARC assessment guidelines can be found here. How would this course plan to include this kind of formal assessment?

10) Does the department have instructors qualified and able to teach this course?

11) Does the department currently have (or plan to offer) any professional development or training for instructors teaching this course?

12) What types of support from the university will the department need to support WI instructors?

GUIDELINES:
I. Overall Course Information
The teaching of writing should be a central focus of the course.
- *Writing assignments must comprise a significant portion (at least 40%) of the overall course grade.*
- *To allow for this focus on writing instruction, it is vital that the current cap of 22 students for WI courses be strictly enforced. We strongly recommend that WI classes have fewer than 22 students. (Some specific courses already have smaller caps.)*

II. Disciplinary Writing
As much as is possible, instructors should teach the discipline-specific writing conventions and practices for the course subject. (E.g., a WI biology course might focus on writing lab reports, or a WI political science course might include a policy analysis as a key assignment.)

III. Best Practices
Instructors should also follow general best practices in the teaching of writing:
- *Course time should be dedicated to the teaching of writing (and this should be indicated on the syllabus).*
- *Instructors should employ scaffolded or process-based writing instruction. (E.g., thesis work-shops, outlining and annotated bibliography assignments, graded drafts, peer review, etc.)*
- *For courses that use collaborative writing assignments, it must be clear how each student in the group will contribute substantively to the project—and will be individually evaluated for their contribution.*

IV. Types of Writing
Instructors should assign writing projects that are fully integrated into the course content and appropriate for the subject. In general, however, Rowan is open to a broad range of writing forms and genres, including, but not limited to, the following:
- *scholarly discourse within a given discipline;*
- *reflective writing meant to deepen learning and engagement with course content;*
- *researched presentations delivered to an audience;*
- *the production of websites and various forms of technical and professional writing.*

V. Student Learning Assessment
Departments should have a clear plan for how to teach writing in the course (consistent with the above guidelines)—and a plan for assessing student writing in the course.

VI. Instructor Training
Departments should ensure that they have sufficient faculty to offer these courses.
- *Instructors should be familiar with the genre conventions of the writing being assigned—and capable of providing strong examples of writing in these genres.*
- *Instructors should be prepared (based, for example, on their past experiences or participation in professional development opportunities) to teach writing effectively and consistently with the department's course plan.*