

Rowan University: Writing Intensive Courses

The following components of a Rowan Writing Intensive course need to be reflected in the materials shared with the Senate Curriculum Committee:

1. Discuss how the course increases student writers' rhetorical awareness of writing within a particular discipline's intellectual community, i.e., ways of knowing, critical thinking, and what counts as *good* or *acceptable* writing within that community.
2. Include descriptions of assignments, both formal and informal, where writing is used as an integral part of learning: that is, students write not only to demonstrate knowledge of the subject matter (tests and research papers) but are engaged in exploratory writing, writing that they use to further their thinking, to deepen their understanding of the subject matter, to explore questions they have about the subject matter and their discipline.
3. Include descriptions of assignments that demonstrate a range of writing throughout the semester, engaging students in writing assignments formal and informal, high stakes and low stakes, graded and non-graded.
4. If a major project is assigned, discuss how the entire writing process - from identifying purpose, persona, context, and audience, to inventing, drafting, revising, editing, and publishing - is emphasized. Demonstrate how smaller, sequenced assignments contribute to larger projects.
5. Discuss how conferencing (peer response groups, workshops, or one-on-one meetings with the instructor) during the writing process will be used to help writers improve thinking and writing.
6. Describe how evaluative feedback (both written and verbal) and student revision moves beyond error identification (editing concerns) and challenges the writer to re- envision drafts in terms of audience reception, content arrangement, and author's purpose for writing.
7. Identify ways in which the course reflects department and discipline specific criteria for what is valued in good writing by way of rubrics, heuristics, and other evaluative instrument to guide students in evaluating their own writing and the writing of their colleagues. *
8. If the course capacity exceeds the recommended 12-22 students, explain the circumstances.

*Required number of assignments, pages, or words will vary by discipline and according to what exactly is counted (pages, words, and assignments) and the type of writing (polished pages, drafts, journals, etc.) assigned. Each department establishes a rigorous benchmark of production for its writing intensive courses to include types of writing and amount.