**Writing Intensive Course Proposal Form**

**Today’s Date:**

**Information about the person submitting the proposal:**

Your name:

Phone:

Email:

Department:

College:

**Information about the course:**

Course Title:

Course Number:

Has this course been taught before?

\_\_\_Yes, as a writing-intensive course

\_\_\_Yes, but not as a writing-intensive course

\_\_\_No

If you checked “no,” please indicate whether this course has been approved by the relevant curriculum committees in your college:

\_\_\_Yes

\_\_\_Review currently in process

\_\_\_No

**Course Section Enrollments & Staffing Plan:**

1. **How many sections of this course does the department anticipate offering each semester?**
2. **How many students does the department expect to enroll in this course per semester** (total, including all sections)?
3. **Please describe how the department plans to meet the 20:1 enrollment guideline.** (If all course sections will have a single instructor with no more than 20 students, you can simply indicate that. If some or all sections will be staffed with multiple instructors/TAs, please describe the plan.)
4. **Please describe the criteria that your department uses to assign instructors to this course.** (If the course is regularly/only taught by a single instructor, you can indicate that, but please also describe what criteria the department would use to appoint a new instructor if the regular instructor was unavailable.)
5. **Please describe the department’s plan for ensuring that new instructors of this course adhere to the w-course guidelines.**

**Course and Curricular Goals and Objectives:**

1. **Please list the writing-related learning goals for students in your course.** Please indicate which assignment(s) will allow you to assess whether students have met this goal.
2. **Please explain how this course helps to prepare students to produce the kinds of writing that are used and valued by professionals in your academic discipline or professional field.** Your response could describe how your course assignments teach students professional genres (reports, white papers, journal articles, memos, scripts, press releases, etc.), writerly skills (argumentation, advocacy, description, etc.), and/or qualities of writing (conciseness, accuracy, creativity, simplicity, logic, thoroughness, precision, etc.) that are valued in the field.

**Course Assignments, Revisions and Grading:**

1. **Please provide a list of all of the items (papers, tests, projects, presentations, performances, participation, etc.) that are used to calculate students’ final grades for this course.** Please also indicate how much each item is worth out of a total of 100%.

1. **Of the assignments listed in Question #8, which require students to revise their writing based on feedback from the instructor?**  Please describe the focus of the feedback (or if the course uses rubric, please provide them.)

**Information Literacy:**

To meet the w-course guideline about information literacy, a course must include three tightly-linked elements:

* An appropriately challenging **learning goal** related to information literacy;
* A **learning activity** (in-class workshop, mini-assignment, etc.) through which students have an opportunity to develop the skill named in your learning goal; and
* A revised **writing assignment**—one of the assignments you listed above in question #9—that that allows the instructor to assess if students developed the skill.
1. **Please describe how your course includes each of the three elements.**