

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. Who will be the instructor(s) of record for this course?
5. How will the department ensure that new instructors of this course are aware of the w-course guidelines and have access to the approved syllabus for the course?

COURSE AND CURRICULAR GOALS AND OBJECTIVES:

6. **Please briefly describe what your department considers to be the most important aspects of writing in your field/profession.** The writing-intensive courses are designed to teach students about the kinds of writing that are most closely associated with the field, discipline or profession they are studying. Depending on your field, this might include a combination of the following: typical types of documents (reports, white papers, journal articles, memos, client summaries, scripts, press releases, etc.); typical tasks for writers (make arguments, attract attention, advocate for someone or something, articulate a plan, describe what happened, etc.); valued qualities of writing (conciseness, accuracy, creativity, simplicity, logic, thoroughness, precision, etc.).
7. **What are the specific writing-related learning goals for the students in this course?** Please indicate which assignment(s) will allow you to assess whether students have met this goal.

COURSE ASSIGNMENTS, REVISIONS AND GRADING:

8. **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%.

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

INFORMATION LITERACY:

Before answering the questions in this section, please review the "Information Literacy Toolkit" (appended.)

10. **Which of the revised writing assignments (listed in Question #9) will require students to develop their information literacy skills?**

11. **Using the Information Literacy Tool Kit, please list the information literacy learning goal(s) for your course.** (You may have included this goal in your answer to Question #7, above, but please restate it here.)

12. **Please describe the specific tasks/activities your assignment requires students to do with sources/information.**

13. **What kinds of instruction (workshops, in-class activities, Canvas modules, etc.) will the course provide to help students develop the skills necessary to complete the assignment?**