

Department / Program:

Date:

Contact Name:

Email Address:

Proposed Writing Intensive Course:

Dept (L#)	Course number	Title	Last Offered	Frequency

Writing Intensive Guidelines

All students are required to take a course in which writing and revising figure strongly. The ideal writing intensive course is a class of about fifteen advanced majors taught by a regular faculty member in the major department; such a course would give coordinated attention both to advanced inquiry in the major subject and to the craft of making clear and nuanced arguments in that subject.

Course Design

The IQ curriculum requires the successful completion of an upper-level writing intensive course, ideally in the student's major. While in every case writing as process and product is an integral part of the course, the format and requirements of the course may differ, depending in large part on the writing conventions of each discipline. Course requirements may, for example, include shorter, more frequent assignments with multiple revisions, or they may include a series of shorter pieces, each revised more than once, that collectively work as a scholarly article.

The essential feature of courses designated as writing intensive is regular writing and revision over the course of the semester. We recommend assigning at least three papers, each of which should be revised. These papers need not be long ones: four to five pages will be sufficient, although in some disciplines it will be appropriate to make one or more of these somewhat longer assignments. What matters most is that the instructor comment carefully on all aspects of each paper (not just on matters of content or on minor mechanical errors), that the student revises the paper with care, and that the instructor should again comment on the finished version of the paper. **At least 50% of the grade in writing-intensive courses should be based on the written work.**

Although the ideal arrangement is a faculty member teaching a small group of students, it is understood that some modifications of the arrangement could be effective. In larger courses designated as writing intensive, faculty members might be assisted by graduate students from their department who have been trained to teach writing—they might also be assisted by carefully trained undergraduate writing fellows. But in these, as in the ideal case, **faculty members should be directly involved in correcting and evaluating students' work** in courses listed as writing intensive.

Timing

Students in the IQ curriculum may take a writing intensive course at any time; however, such courses are generally not appropriate for freshman, and, in large measure, are taken by juniors and seniors. Because writing intensive courses ideally prepare students for advanced work in their major, a senior thesis or capstone project is generally not an appropriate way to satisfy this requirement.

Training

All faculty who are considering proposing a writing intensive course are strongly encouraged to take the **Teaching Center's Teaching with Writing** workshop.

Writing Intensive Proposal

How will the content and assignments of this course fulfill the pedagogical goals outlined above?

Indicate the number of papers to be assigned, their approximate length, and the number of revisions required:

What is the percentage of the grade per assignment and how does revising factor in?

Name of the person who will read assignments, grade, and give feedback:

List text(s) about writing to be used, if any:

Describe how you intend to integrate writing – theory and practice – into the course material. If this is an existing course being revised as a WI course, how have you changed it to focus on writing?

WRITING INTENSIVE PROPOSAL FORM

What are the goals of the course?

What is the expected class size for each section of this course?

How many sections of this course will you offer each year?

This course is recommended for students in which discipline(s)?

As a prerequisite for this course, are students expected to have completed a minimum number of credits in this disciplinary area or specific prerequisite courses? Please describe.

Additional notes. Please describe other information about this course that will be helpful to students and advisors.

Signature of Department Chair or Program Director

Date

Please attach a syllabus that makes clear to the student what you expect them to know and be able to do by the end of the semester, as well as the ways in which the student will demonstrate their acquired knowledge or skills. Include at a minimum:

1. a substantial course description
2. a schedule of topics, assigned readings, and graded assignments (homework, quizzes, presentations, papers, exams, etc.)
3. criteria for evaluating student work, including evaluation of class participation (if applicable)
4. how the final grade will be calculated

Please do not submit paper copies. Email the completed pdf, along with the syllabus to Bernard Cummings at bcummings@wustl.edu.