**W2 Course Review Form**

To complete this form, type responses below. You will also need to collect up to three other documents and add them to the bottom of the form or email them separately as attachments. Email your complete proposal, consisting, of the following items, to the Writing Across the Curriculum Coordinator:

1. This completed form
2. A document that covers the policies and goals and grade breakdown for the course (can be a draft)
3. A document that provides an outline for assignments and lessons over the course (can be the same document as (1)).
4. A sample writing pedagogy assignment—a rubric or specific assignment description or handout or lecture about writing.

As a W2 course, your course will be one of four W courses that students count toward a General Graduation Requirement (one has to be a W1 and is usually taken by students in their first year).

When the Writing Advisory Council reviews your proposal, members will check for the following:

* 1. Students are informed that the course is a W2 (best practice)
  2. Students are informed that developing writing skill is a course goal, i.e., including something about “developing writing ability” stated globally or as discrete writing skills in a list of course learning objectives (best practice)
  3. The grade breakdown for the class shows that **at least 30% of the course grade based on writing**, **required.** Students should complete an adequate quantity of writing of sufficient difficulty that they can reasonably be expected to improve their skills. Some writing should normally be completed by individual students working on their own, although other writing may be collaborative. Consider assignments you may include across usually at least two of these categories in terms of student time/instructor expectations/weight of grade: low stakes (journals, blog entries, online posts, in-class writing); middle stakes (reading responses, summaries, bibliographies); and high stakes (research papers, final projects, formal presentations, multimedia projects, resumes).
  4. Instruction in writing & writing assignments appear to be likely to help students develop their written communication skills. Best practice would be for writing to appear as a planned item for instruction, like other course content, indicated on the weekly or daily course outline. A **minimum of 15% of instructional time must** be spent engaging students in activities that are likely to improve students’ writing, **required**. These activities might consist of student time-on-task through homework &/or in class.

**Note: Faculty teaching W2 courses should select the IDEA goal about developing skill in written or oral communication as “important” or “essential.”**

1. Course acronym, number, & title:
2. Instructor name:
3. Instructor program/school:
4. Show how at least 30% of the course grade is based on writing.

5. Check those pedagogies you plan to use:

* clear, written assignment descriptions
* instruction on aspects of writing through brief lecture/explanation
* sample assignments (models)
* instruction on aspects of writing through class discussion(s)
* instruction on aspects of writing through peer critique or class writing workshops
* instruction on aspects of writing through assigned reading (textbook/handout/online)
* rubrics (in advance of final grading) that indicate how work will be graded
* constructive feedback from the instructor (oral or written) to all or most students on drafts of assignments in progress OR on assignments that will be repeated in the class (allowing students to use feedback to hone their skills)
* other:

6. Explain how you will provide instruction in writing.

1. What are the main things you are looking for as you grade or comment on student writing? How and when will you provide students with this feedback?

8. Mark the appropriate cells.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Writing characteristic/skill | Provide instruction/ assign reading | Comment on/grade | Require student reflection  about | Not a significant focus of my class |
| Process: Invention (brainstorm/outlines/freewrites/ talking with others to generate or refine ideas) |  |  |  |  |
| Process: Revision (draft, revise, proofread) |  |  |  |  |
| Adapt communication to contexts (ELO x.1) (audience, purpose, setting, disciplinary & genre convention) For instance, ask students to practice communicating in more than one context or with diverse audiences (e.g., with K-8 students & college peers, with service learning partners & the teacher) |  |  |  |  |
| Apply academic genre conventions (ELO x.1, 2.3, x.4), (e.g., summary, analysis, academic report, annotated bibliography, reflection) |  |  |  |  |
| Apply professional genre conventions (ELO x.1, 2.3, x.4) (e.g., memo, letter, brochure, proposal, progress report, report, white paper, procedure, process, instructions) |  |  |  |  |
| Apply disciplinary genre conventions (ELO x.1, 2.3, x.4) (e.g., lab report, disciplinary research paper, disciplinary literature review) |  |  |  |  |
| Summarize (ELO 1.2) |  |  |  |  |
| Synthesize info from multiple sources (ELO 2.2) |  |  |  |  |
| Synthesize info to support student’s point (ELO 2.3) |  |  |  |  |
| Analyze data/ideas/arguments |  |  |  |  |
| Develop ideas (examples, support, logic) |  |  |  |  |
| Clearly state an appropriate thesis |  |  |  |  |
| Write effective introductions/conclusions |  |  |  |  |
| Apply organizational strategies (e.g., spatial, chronological, level of importance, logical connection, genre expectation) (ELO x.3) |  |  |  |  |
| Write a paragraph with one main idea & adequate support for that idea |  |  |  |  |
| Integrate sources (paraphrasing/quoting/citing) |  |  |  |  |
| Integrate visuals (e.g., charts, graphs, photographs) (ELO 2.4 & 3.4) |  |  |  |  |
| Integrate media (student-created multimedia assignments, oral presentations with supporting visuals, video clips) (ELO 3.4) |  |  |  |  |
| Format documents, disciplinary (MLA, APA, lab report, disciplinary proposal) (ELO x.4) |  |  |  |  |
| Format documents, professional (resume, report, poster, brochure, Power Point) (ELO x.4) |  |  |  |  |
| Demonstrate style: e.g., sentence structure/length, subordination/ coordination |  |  |  |  |
| Use appropriate formality, voice, & tone |  |  |  |  |
| Use appropriate grammar (e.g., subject/verb agreement, pronoun reference) (ELO x.5) |  |  |  |  |
| Use appropriate punctuation (e.g., commas, semicolons, apostrophes) (ELO x.5) |  |  |  |  |
| Use appropriate words (ELO x.5) |  |  |  |  |

9. Which will you ask students to use in this class?

* APA
* Chicago
* MLA
* Other:
* None

10. **Optional.** Note any other information the Advisory Council might find useful.