Writing Intensive Proposal Form for New Course/Instructor
Long Island University, C.W. Post Campus

If you are teaching or plan to teach a course as writing intensive for the first time, **regardless of whether you have taught other WAC courses or whether the course has been taught by another instructor as WAC**, you must complete this form and return it to: Dr. Wendy Ryden, WAC Coordinator, English Department (wendy.ryden@liu.edu).

Department: _____

Course Number: _____ Section: _____Course Title: _____

Fall _____   Spring _____   20 _____

Upper Level or Major Requirement?   Yes_____ No_____

Instructor's Name: _____

Email: _____ Phone: (_____) _____

Have you attended the faculty development WAC workshop required by CCSW for all faculty teaching writing intensive courses? Yes_____ No_____

(**If no, click here** for information on how to complete the workshop requirement. Submission of this proposal indicates your agreement to take the next available workshop.)

Please read the following information carefully and complete all sections. Incomplete applications will be returned.

What does it mean to teach writing in a writing intensive course? Writing intensive courses emphasize writing as a higher order, meaning-making activity influenced by writer's purpose, sense of audience and discourse conventions that will vary by and within disciplines and subjects. Students should come to understand writing as a rhetorical activity that must be practiced repeatedly in different contexts rather than a discrete, monolithic skill. Writing in WAC courses is divided into two categories, "writing to learn" and "learning to write," as described below:

Writing to Learn

The type of writing referred to as "writing to learn" is a very important part of a writing intensive course and should constitute about half the writing required (15 of 30 pages). WTL focuses less on writing as a formal, finished product intended to communicate with an audience and more on writing for one's self as a means of thinking more deeply about subject matter and ideas. Such assignments are designed to promote student inquiry and active engagement with course material and help students form a meaningful understanding of the information and ideas they are encountering. WTL works against the mindset of memorizing and regurgitating without understanding or questioning. By helping students feel invested in their own thoughts and ideas, WTL can increase student sense of ownership of and commitment to writing. Such assignments are typically informal and sometimes serve as precursors to more formal ones ("learning to write"—see below). WTL assignments do not need to be formally graded or "corrected," and in many cases shouldn't be, as this can discourage the exploratory dimension of such writing. However, WTL should always be integral to the course work and not added on as "busy

work." Responses to these assignments should focus on the thoughts and ideas that they generate. For more about WTL, click here. http://wac.colostate.edu/intro/pop2d.cfm.

Check the appropriate lines below to indicate how you will satisfy the WTL requirement of the course.

I will use the following WTL assignments in my course (**to meet the 15 page minimum requirement**):

☐ in-class exploratory writing ☐ written responses to discussion or textbook questions ☐ journals
☐ written peer response/feedback ☐ email/discussion board/other electronic medium
☐ other (PLEASE DESCRIBE):

Learning to Write/Disciplinary Literacy

"Learning to write" refers to the more formal, graded assignments where students, in addition to demonstrating critical thinking and engagement with their subject, are taught and expected to show facility with additional discourse conventions, including appropriate style, organization, and surface correctness, as defined by a particular field, area or discipline. Such formal assignments must be structured around a process of revision where composing occurs in stages and feedback is provided before the final product is judged and graded.

Check the appropriate lines below to indicate how your LTW assignments will include process/revision and feedback. I will use the following in my course (**to meet the 10-15 page minimum requirement for LTW**):

☐ multiple drafts ☐ portfolios ☐ instructor/peer commentary ☐ group discussion/class feedback
☐ "scaffolded" assignments (i.e., assignments designed around "stages" or "parts" [outlines, microthemes, reports, etc.] that culminate in a final project
☐ other (PLEASE DESCRIBE):

Instructor's Signature: _____Date: _____

Dept. Chair's signature: _____ Date: _____