

## **Successful WRITING INTENSIVE proposals make writing VISIBLE & PRESENT**

### BASELINE Expectations

#### **Reading**

The syllabus explicitly refers to the teaching of reading at least once, noting, e.g., features of a text's genre, structure, style, and/or purpose(s).

Sample language for syllabi with regard to "Reading": "Students receive instruction in reading, so that they can learn to recognize and to analyze –and in some instances, even, to apply – the important features of texts that are commonly used in this discipline."

#### **Purposeful Sequencing of Regular and Targeted Writing**

The syllabus/calendar explicitly notes several specific writing assignments punctuated throughout the semester that engage with course materials. The required assignments include both finished products (e.g., major graded papers) and purposeful writing tasks that contribute to those final products (for examples, see below).

Examples of sequenced writing assignments or tasks include reading responses, summaries, outlines, drafts, annotated bibliographies, literature reviews, etc.

#### **Finished Written Products**

All WI courses have written products as the basis for major grades.

#### **Feedback**

The syllabus describes how students will receive feedback on their written work. Optional office hours do not count.

### ASPIRATIONAL Goals

#### **Reading**

The explicit and regular instruction in methods of reading texts teaches students to attend to the relationship between disciplinary reading practices and writing tasks.

#### **Purposeful Sequencing of Regular and Targeted Writing**

The syllabus/calendar not only refers explicitly to different types of writing tasks, but the varied, regular acts of writing are integral to helping students learn better, to produce complex final writing projects, and to reflect on that learning and writing throughout the semester.

#### **Finished Written Products**

Courses that include creative projects, such as films or podcasts, include written analyses of these genres, too.

#### **Feedback**

Regular feedback from multiple audiences (instructor and peers) enables writers to imagine choices not immediately apparent. Feedback students receive should inform their work on subsequent writing tasks.

### **Page Count**

While flexible, 12-15 pages of finished writing would be appropriate for WI courses.

### **Writing Intensive Prerequisite**

Syllabus should state: "Writing Intensive prerequisite is WR 120 (or equivalent)."