

Writing Intensive Certification Guidelines

Instructors interested in gaining Writing Intensive certification for their course should submit a complete syllabus to the Certifying Committee that contains the following information:

1. A section that lists the following WI learning objectives:
 - A. By analyzing texts through their own writing and participating in the drafting and revision process, students will improve their analytical, critical, and/or creative writing skills and techniques
 - B. Through classroom instruction and feedback on their works, students will learn the writing conventions of the discipline.
2. A detailed course schedule that indicates when writing assignments will be due throughout the course of the semester.
3. An indication of how the learning objectives will be assessed in the course.
4. An explanation of the topic and goal of each writing assignment.
5. The inclusion of a writing manual, which can be field specific.

In crafting their syllabus, faculty should consider the following guidelines:

1. The syllabus should indicate how students will receive instruction on writing form and style.
 - A. It is important that students receive instruction on matters of writing such as focus, development and support of ideas, organization, style, and disciplinary conventions.
 - B. While instructors will not be expected specifically to teach spelling, grammar, and punctuation, it is expected that these elements will be assessed in any graded writing assignment and that developmental feedback will be provided.
 - C. In addition to instruction on form and style, the instructor should teach the writing conventions that are specific to the specific discipline(s) of the course. For example, business and legal writing tends to be very direct and succinct, while in mathematics specific rules apply for incorporating symbols. This includes instruction on the citation format(s) appropriate to the course's particular discipline(s).
2. The majority of the graded assignments must be writing based.
 - A. Assignments may include essays, research and/or term papers, journal writing, reading responses, discussion board posts, and exam-based writing (long and short essays that require synthesis and application of course content).
 - B. Both formal and informal writing assignments should be incorporated into the course. Informal assignments should include some kind of non-graded assignments such as in-class writing, journals, drafts, etc.
 - C. Writing assignments should be frequent (daily or weekly), should occur throughout the semester, and should be integrated into every part of the course.
 - D. Any group writing assignments should be appropriate to the discipline(s) of the course and should be combined with sufficient individual writing assignments.
3. Most, if not all, submitted assignments should be assessed on the basis of course content and writing. As part of this assessment, instructors should provide students with feedback and guidelines for improvement, and students should be given the opportunity to demonstrate such improvement through revision.

- A. *For at least one assignment*, Instructors should review drafts or partial drafts of papers and provide feedback in writing and/or through individual conferences.
 - B. *For at least one assignment*, Instructors should incorporate workshops and/or peer-review sessions into the course schedule.
 - C. Some writing assignments must include the opportunity, based on faculty/peer feedback and guidance, for students to revise their works, in order to provide the opportunity for students to demonstrate improvement in their writing skills.
4. Instructors are encouraged to provide a separate document explaining the rationale behind the number and kinds of writing assignments in their proposed course if the course syllabus does not already outline that information.

To facilitate individualized interaction between instructor and student, the enrollment in courses approved as Writing Intensive GEP courses is capped at 20 students.