

W2 COURSE REVIEW FORM

You may type your responses below or attach them in a separate document. Please attach course requirements and syllabus. The syllabus should include something about “developing writing ability,” either stated globally or as more discrete writing skills, as a course goal or learning objective.

Faculty teaching W2 courses should indicate that the IDEA goal about developing skill in written or oral communication is either “important” or “essential.”

Please answer the following:

- 1.) **A minimum of 30% of the students’ final grade** should be based on the quality of their writing (**required for a W2**). What writing assignments will be given and how will they be weighted in the grade? Specifically, consider what assignments you may include that tend to be in one of these categories in terms of student time and/or expectations for polished work or weight of grade assigned:
 - a. low stakes (e.g., journals, blog entries, online posts, in-class writing),
 - b. middle stakes (e.g., reading responses, summaries, annotated bibliographies), or
 - c. high stakes (e.g., research papers, final projects).

Remember that writing might include digital writing, writing for exams or quizzes, and/or writing in forms such as Power Point presentation or poster. You can copy and paste your list of probable assignments/weight in grade from your syllabus and add any necessary additional information.

Record-keeping data

1.) Course Acronym, Number, and Title

2.) Instructor Name

3.) Instructor Program/School

- 2.) Explain how **a minimum of 15% of instructional time in class or online (minimum required for a W2)** will be spent engaging students in activities that are likely to improve students’ writing; these activities might consist of student time-on-task through homework and/or in class. *This is not a comprehensive list, nor need any class include all.*

Students will be provided with

 - a. clear, written assignment descriptions
 - b. instruction on written assignments through brief lecture/explanation
 - c. sample assignments (models)
 - d. instruction on sample assignments through class discussion(s)
 - e. instruction on written assignments through assigned reading (in a textbook, handbook, handout, or online)
 - f. rubrics (in advance of final grading) that indicate how work will be graded
 - g. constructive feedback from the instructor (oral or written) to all or most students on drafts of assignments in progress
 - h. constructive feedback from other students on early drafts (peer critique)
 - i. constructive feedback from the instructor on early writing assignments when they will be writing similar assignments multiple times in a class
 - j. constructive feedback from the instructor to all or most students on early portions of a longer written assignment that has been broken into parts

Please explain how you will integrate each of the items you checked. *Please see attachments.*

- 3.) On which of the following characteristics of student writing will you comment/grade?
- prewriting (brainstorms/outlines/freewrites)
 - application of genre conventions
 - understanding & addressing audience
 - understanding & addressing purpose
 - synthesizing information from multiple sources
 - analyzing data/ideas/arguments
 - stating an appropriate thesis clearly
 - idea development
 - writing introductions/conclusions
 - organization
 - paragraph unity
 - supporting details
 - integrating sources (paraphrasing/quoting/citing)
 - citation methods
 - style
 - voice/tone/level of formality
 - grammar and syntax
 - punctuation
 - spelling
 - Other: _____

Please explain how you will comment on/grade these elements. Size of x reflects degree of emphasis. Many of these are covered as I go through the steps of the final paper assignments.

- 4.) Will students find, evaluate, or incorporate sources in this class? yes no
- 5.) Will students in this class use a particular style format, like MLA, APA, or Chicago? If so, which one? APA. Explain how will you teach it. We use the "Writing with Sources" book (which includes information on both APA and MLA, but I ask for APA) and go over models in class. The book explains why citing sources matters, not just how to do it. I also use the annotated bibliography and short essays as a chance to catch some errors before the major paper draft.

For Writing Advisory Committee

Notes:

Recommendations:

Approve/Disapprove