

W1 Course Review Form

Directions

As a W1 course, yours will be among those that students can use for their Writing Minor.

To apply for W1 designation, please type responses in the form. You will also need to provide supporting documents by adding them to the bottom of this application form or including them as attachments with your proposal.

Email your complete proposal, consisting of the following items, to the Writing Minor Coordinator: Marcy Isabella, Marcy.Isabella@stockton.edu

- 1) This W1 application
- 2) Syllabus draft that (at minimum) covers the policies, goals, and grade breakdown for the course
- 3) Documents that illustrate the writing pedagogy, including sample assignment prompts, grading rubrics, sample comments to students on a writing assignment, and/or lesson plans.

When the Writing Program Faculty review your proposal, they will check for the following:

- a. Students are informed that the course is a W1. If you are proposing a course for the first time, this detail may be omitted. However, you should add the W1 attribute to the final syllabus once you have been approved for the designation.
- b. Developing writing skills is the primary subject of the class, and students are informed of this. The syllabus might articulate the significance of the W1 attribute, and should include something about “developing writing ability” stated globally or as a discrete communication skill in a list of course learning objectives.
- c. The majority of instructional time is spent engaging students in activities likely to improve their writing. Instruction in writing and writing assignments should be likely to help students develop their written communication skills.
- d. The quality of writing should be the major criterion for evaluating student performance—the majority of a student’s grade in the class should be based on writing. This is a requirement for all W1 courses, and students should complete an adequate quantity of writing of sufficient difficulty that they can reasonably be expected to improve their skills.
- e. We ask that instructors select the IDEA goal about developing skill in written or oral communication as “essential.”

Instructor name:

Instructor program/school:

Course acronym, number, & title:

Briefly explain your overall philosophy of teaching writing and how that pedagogy is evident in your plan for this class. What specific writing skills do you want students to acquire in this W1 course, and how will you facilitate development of these skills?

In a W1 course, the majority of instructional time should be spent on activities meant to improve students' writing skills. Briefly outline the main writing activities for the course under review. For example, how will you use scaffolded writing assignments, essay drafts, paper modeling, in-class workshops, and/or peer review activities?

Explain your method for grading student writing. Do you use rubrics? What are the main things you look for as you grade or comment on student texts? How and when will you provide students with this feedback?

Fill out the table below to break down how the majority of the course grade is based on writing.

| <i>Writing Assignment</i> | <i>Specify % of total grade that focuses on writing skills, and if the assignment is low, middle, or high stakes writing</i> | <i>Writing Objectives of Assignment</i> |
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Optional: Other information you would like to provide:

First-year writing

A W1 course at the first-year level is expected to meet a set of first-year writing goals established by FRST Program and Writing Program faculty. Your course should be designed to meet these goals whether it is a General Studies course with an F subscript, a FRST Program course with the FRST acronym, or a course in a Program other than FRST with an F subscript. For the list of first-year writing goals, contact the First-Year Writing Convenor, Emari DiGiorgio, Emari.DiGiorgio@stockton.edu.

Please explain the ways in which you plan to work with students to accomplish the first-year writing goals.