

# W2 Course Review Form

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To complete this form, please type responses below. 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 Across the Curriculum Coordinator:

1. This W2 Course Review application
  2. A syllabus draft that (at minimum) covers the policies, goals, and grade breakdown for the course
  3. Documents that illustrate the writing pedagogy, including assignment prompts, grading rubrics, or lesson plans.
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When the Writing Advisory Council reviews your proposal, members will check for the following:

- a. **Students are informed that the course is a W2.** If you are proposing a course for the first time, this detail may be omitted. However, you should add the W2 attribute to the final syllabus once you have been approved for the designation.
- b. **Students are informed that developing writing skills is a significant course goal.** The syllabus might articulate the significance of the W2 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 grade breakdown for the class shows that **at least 30% of the course grade is based on writing.** This is a *requirement* for all W2 courses, and students should complete an adequate quantity of writing of sufficient difficulty that they can reasonably be expected to improve their skills. Most writing should be completed by individual students working on their own, although other writing may be collaborative. For any group writing, please take care to show how individual students are assessed. Most W2 classes include a variety of assignments from at least two of the following categories in terms of student time/instructor expectations/weight of grade: low stakes (journals, blog entries, online posts, in-class writing); middle stakes (reading responses, summaries, bibliographies); and high stakes (research papers, final projects, formal presentations, multimedia projects, resumes).
- d. Instruction in writing and writing assignments appear to be likely to help students develop their written communication skills. Best practice would be for writing to appear as a planned item for instruction, like other course content, indicated on the weekly or daily course schedule. It is *required* that all W2 courses include **a minimum of 15% of instructional time spent engaging students in activities that are likely to improve their writing.**



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3. 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 W2 course, and how will you facilitate these skills?

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4. In a W2 course, at least 15% of in-class 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 utilize scaffolded writing assignments, essay drafts, paper modeling, in-class workshops, and/or peer review activities?

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

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6. Which source citation style will you ask students to use in this class? Do you plan to provide instruction in using these specific citation guidelines?

- APA
- Chicago
- MLA
- Other:
- None

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7. **Optional.** Please note any other information the Advisory Council might find useful.