## Application for a Writing Enriched Course

Course Number (e. g. HIST 357) \_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Application \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Has the course previously been approved for designation as a Writing Enriched course?

 Yes (date of approval) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ No \_\_\_\_\_\_\_

1) Provide examples of how the following WE criteria will be implemented in the course:

* The course includes a sustained focus on writing as demonstrated throughout the syllabus, using “writing to learn” pedagogy\*.
* Students receive actionable feedback on their writing from the course instructor.
* Students incorporate the feedback from the course instructor in subsequent writing.
* Students substantially revise using feedback from the instructor to improve their writing.

2) Describe the assessment of student writing. Assessment should include a focus on revision of at least one major assignment as a process of thoroughly rethinking and rewriting drafts, not simply fixing errors. It should also include the evaluation of how students communicate knowledge of a discipline according to the conventions of that discipline.

3) Attach a draft copy of the proposed syllabus that clearly demonstrates how the course provides a sustained emphasis on writing.

\* “Writing to learn” pedagogy is defined as teaching so as to facilitate student engagement with course material through the writing process while also strengthening their writing skills. To accomplish these goals, students will complete a range of writing assignments involving multiple drafts and revisions, with actionable feedback from faculty. In addition to attention to the drafting and revising process, assignments might range from low-stakes assignments such as journals, blogs, and response papers to high-stakes projects such as research papers. Faculty may also employ pedagogical strategies such as online or face-to-face peer revision groups and individual conferences. Revision as undertaken in the course entails a process of thoroughly rethinking and rewriting drafts, not simply fixing errors.