

## Writing Intensive "WI" Course Designation Application



**Purpose:** Writing intensive (WI) courses are commonly needed by students after leaving Cayuga to meet transfer requirements or for employment preparation. The main benefit of instituting a writing intensive course is to improve student writing across the curriculum and to prepare students for future writing situations through diverse communication tasks. Good writers require life-long socialization within the conventions, practices, and communities that sponsor the writing. To this end, CCC recognizes that continued writing opportunities build and sustain a writer's development. Faculty represent accomplished practitioners who can facilitate students' knowledge of writing when it is connected to course outcomes. Additional benefits can include increased engagement, academic rigor, and satisfaction. Designating classes WI identifies writing expectations for prospective registrants when selecting schedules, and transcript designation rewards students with evidence of their WI accomplishment.

To assist you in your application, it will be helpful to read more about writing across the curriculum scholarship by visiting The WAC Clearinghouse at <https://wac.colostate.edu/intro/>

This resource explains key concepts in writing studies and provides examples of writing-to-learn activities and formal assignments for Writing in the Disciplines (WID).

### 1. Contact Information

Name of Instructor	<input type="text"/>
Email	<input type="text"/>
Campus	<input type="text"/>
Course	<input type="text"/>
Phone	<input type="text"/>

### 2. When do you plan to offer this course as a "WI" (writing intensive)?

Applications must be submitted one year in advance of the offering.

- Fall  Spring

*(Please attach written responses where further explanation is needed.)*

**3. A WI designated course requires students complete 15-20 pages of varied writing tasks, and Writing in the Discipline (WID) assignments need to comprise 1/2 of the written work assigned or more.**

Possible examples of these more formal "WID" writings could include essays, research papers, document based questions (DBQ's), poster/display boards, case studies, laboratory reports, creative manuscripts, proposals, annotated bibliographies, or a number of other kinds of writing necessary in the subject's field.

**Please list the "WID" assignments required in this class. Include a description of their disciplinary/professional purpose(s), or attach assignments' directions.**

**4. Describe any writing-to-learn (low-stakes, informal writing) activities you plan to assign.**

These may appear in the course as reflective journals, field notes, short summaries, annotated sources, double-entry notebooks, narrative descriptions, process analyses, online discussions, wikis, blogs, or other texts that promote generative thinking.

**How will any writing-to-learn tasks be evaluated?**

**5. What portion/percentage of the final grade is based on students' writing, and how is this calculated?**

**6. Explain where students may revise and/or approach writing as a process in this class, or include the description that will appear on the syllabus.**

Typically, writing processes may be achieved through some of the following:

(A) invention strategies such as freewriting, focused inquiry, visual mapping, preliminary research, question development, or lists/ outlines.

(B) peer review, ASC writing table visit, or instructor conferences.

(C) draft revisions and/or editing (although sentence correction should not be the exclusive focus in a process approach).