Writing Emphasis (WE) Course Submission Procedure

In order to maintain an effective and consistent writing-to-learn policy that meets the goals of the UUCC Writing Emphasis Requirements document (included), all Writing Emphasis course submissions must go through an academic review process. The submission process requires a written narrative, a copy of the Writing Emphasis course’s syllabus, and the signature of the submitter’s department chair.

Both course and instructor must be UUCC certified before the course can appear on the schedule as a Writing Emphasis course.

A note on deadlines:
• If the submitter intends a course to be offered in the Fall, 2014 calendar. materials must be submitted no later than December 21.
• Submissions not intended for Fall, 2014 can still be sent in for review.

Written Narrative
• Please submit a narrative describing how your course will meet WE requirements, including how you will use a writing-to-learn approach to achieve your course’s student learning outcomes. Please be specific.

Suggested length: Approx. 500 words

Syllabus
• A syllabus for a WE course must inform students how writing will be used to achieve the course’s specific goals and stated student learning outcomes.

Departmental Support
• All submissions must be signed by the by the author’s department chair

All submissions will be sent electronically to Lisa Roh at: rohl@uwplatt.edu

The UUCC Writing Emphasis Committee will evaluate each submission and make recommendations to the UUCC. If, by chance, the committee feels the submission to be remiss, it will offer the submitter suggestions for revision.
Writing Emphasis (WE) Requirement (6 credits)

Writing Emphasis (WE) courses must meet the requirements below. WE courses may be either General Education courses or discipline-specific courses; in the former case, courses are also expected to satisfy all appropriate General Education guidelines.

1. Instructors are expected to assign their students both informal and formal writing as means to gain and express an understanding of discipline-specific content. When and where appropriate, instructors should teach students the rhetorical strategies and writing conventions of their particular field or discipline.

2. Instructors are expected to provide meaningful feedback on student writing. This may be achieved through direct lecture, handouts, class discussion, analysis of model writing, written feedback from the instructor, directed peer reviews, and instructor/student conferences. In addition, the Writing and Tutoring Resource (WATR) Center should be seen as a source of supplemental support rather than direct instruction.

3. Writing activities must constitute a substantial component of the course. “Substantial portion of the course” is defined as either
   - a minimum of 30 pages of student writing, or
   - at least 30% of a student’s semester grade determined by writing assignments or activities.

   Written examinations consisting partially or wholly of essay questions may not be included in a course’s satisfaction of either of the requirements above.

4. Multiple writing assignments are expected throughout the semester, as are opportunities to revise selected assignments. A single term paper without opportunity for revision does not meet this requirement.

5. Before teaching a WE section, an instructor is required to participate in WE training presented by the Teaching & Learning Center (TLC). [amended by the Faculty Senate 10-23-12]

In addition, the following requirements must be satisfied.

- WE courses must be numbered at the 2000 level or higher.
- WE courses must include ENGL 1230/Freshman Composition II as a co-requisite or prerequisite.