

_____ Students reflect on their own learning experience to ask questions, review understanding, note progress

_____ Students write about the process of doing an assignment or course project

_____ I write feedback to students in response to their ideas

_____ Other: _____

2. Reading Practice: Students Write in Response to Reading

_____ They submit notes

_____ They answer comprehension questions in writing

_____ They read with one overarching question in mind

_____ Students post responses to Blackboard, including quotes from the text, page numbers

_____ Other: _____

3. Response: Formal Writing is Assigned in Drafts with Response from Me

How many pages of formal writing do students revise in your writing intensive section? _____

_____ My formal writing assignments are “staged” throughout the semester in documents that are collected

Circle all those that apply and add any that are missing:

informal writing, outlines, research notes, process writing, proposals, references, partial drafts

Other: _____

_____ I respond to student ideas in their drafts so as to create a dialogue about course content

_____ I require global revision, such as improved organization and development of ideas

_____ I also address sentence-level error (spelling, punctuation, grammar)

_____ Peer review is an important component in the process

_____ Other: _____

4. Revision is Required, and Drafts Count Toward the Final Grade

_____ I don't accept final drafts unless they are accompanied by previous drafts with my comments

_____ Students do not get credit for the assignment unless they complete assigned drafts

_____ I return drafts that have not been thoughtfully revised and edited according to my feedback

_____ Other: _____

5. Assignment Handouts are Important Documents in the Course

_____ The kind of writing (genre) being asked of students is accurately named (i.e. personal response paper, critical essay, research paper, review of the literature, concert review, observation, etc.) The assignment might also have a name connected to its content that everyone can remember

_____ The writing prompt itself is expressed fully and clearly in language a student can understand

_____ The **purpose** of the piece of writing is indicated, along with **audience** and the **role** of the writer

_____ The format is stipulated: length, font size, spacing, margins

_____ Grading criteria are spelled out, including the requirement that students work in drafts, hand in drafts with previous drafts attached, due dates, penalties for late papers

_____ An assignment rubric shows students what an A, B, C, and D performance looks like on a variety of measures

_____ Other: _____

6. My Writing-Intensive Course Structure is "Assignment-Driven"

_____ I have organized the work of the semester around the completion of assignments that build on one another (rather than on content "coverage" in chronological or topical format)

_____ The material of the course is organized around an overarching question or inquiry project that helps students make sense of the disciplinary content

_____ I don't aspire to teach "Plato to NATO" in my course; I have focused the learning around a discipline-specific way of thinking and evaluating evidence (i.e. thinking sociologically about an example; arguing a point of view using primary sources; summarizing/analyzing a point of view in a

reading and adding one's own; evaluating evidence and coming to a conclusion). Students learn course content while honing their skill at this way of thinking about the world

_____ Students receive multiple opportunities to practice the skills they need to learn

_____ Other: _____

7/8. My Writing-Intensive Syllabus Clearly Represents the Work for the Term, including Assessment

_____ My syllabus begins with the academic requirements and presents the class rules and more generic reminders later

_____ The syllabus is individual rather than departmental and represents my approach to teaching the material required for this course

_____ Course learning outcomes are expressed in a language students can understand, were written by me, and are specific to this particular writing intensive course

_____ I include the WAC Program statement: *This course meets the college's writing intensive graduation requirement. During the semester you will write informally to express course content in your own words and write at least one formal paper in drafts with feedback from your instructor. Your work on writing, informal and formal, will comprise at least 30% of the final grade for this course and you can expect to revise some 8-10 pages of formal writing*

_____ My learning assessment tools (exams, quizzes, papers) are consistent with my stipulated (and personal) learning goals for students

_____ The weight of each item (exams, informal and formal writing assignments) towards the final grade is clearly stated

_____ A weekly schedule clearly indicates what topics and readings are covered, and when drafts and assignments are due

_____ A description of the types of assignments (formal and informal) is included

_____ An explanation of my policies towards late assignments with a clear statement of the consequences is included

_____ Other: _____