**Writing Instruction in the Disciplines (WID) Guidelines**

A Writing Instruction in the Disciplines (WID) course teaches students about the expectations for writing within a discipline. Assignments in WID courses are explicitly modeled on disciplinary writing and deal directly with issues common in the field. Limited enrollment, writing experiences throughout the semester, and instructional support provide the environment needed for learning disciplinary forms and their connection to values and disciplinary ways of thinking.

To accomplish these goals, a WID course must adhere to the following guidelines:

**Course Level:**

A WID course should be at the 300 or 400 level.

1. Exceptions will be made for 200-level courses provided the 200-level course is linked to an upper division course to create a WID sequence. Departments are encouraged to think deeply about how they position WID within their curriculum. Earlier exposure to disciplinary writing and multiple chances to practice these forms may be more advantageous than one course at the end of students’ academic careers.
2. WID courses at the 300 and 400 level MUST have both ENG 180 and ENG 280 as pre-requisites. Any sequenced 200-level course MUST have ENG 180 as a pre-requisite.

**Writing Instruction:**

Because WID courses provide an introduction to the conventions of professional writing in the field, they must have some course objectives related to writing, must devote class time to writing instruction, and must include some form of instructional support for writing. Assessment of writing development should be a significant component of students’ final grades for WID courses.

1. A WID course should provide in-class instruction in disciplinary expectations, including knowledge about subject matter, writing processes, rhetoric (conventions for making arguments in a discipline: what makes sound evidence and credible writers), genre (common forms and associated ways of using them in disciplinary situations), discourse community (typical ways of demonstrating disciplinary membership, such as shared goals, language, and communication structures), and associated ethical issues.
2. To that end, WID courses are expected to have some course objectives related to writing.
3. The course(s) must include some form of instructional support for writing. This can include, but is not limited to: writing textbook, in-class instructional activities, group work on writing, conferences with course instructor, **and** tutorial support.
4. WID courses should also support students with required texts that outline the expectations for the types of writing being assigned and/or provide exemplars of the forms being taught.
5. Assessment of writing development should be a significant component of students' final grades for WID courses.

**Writing Assignments:**

Because WID courses are intended to provide students with opportunities for writing development in the discipline throughout the semester, they must include writing assignments that provide opportunities to learn the expectations and practice the methods of inquiry valued by members of the discipline.

1. The amount of disciplinary writing required will vary by department, depending on disciplinary expectations. A possible standard for writing in the designated course (or series of courses) might be twenty pages (5,000 words), which could include revisions of previously submitted work.
2. Opportunities for writing development may include formal and informal papers, journals, learning logs, in-class responses, writing based on research, writing for professional or general audiences, and other writing appropriate to the discipline. Courses might include an introduction to the conventions of professional writing in the field.Assignments should include writing modeled on the writing processes and forms of writing commonly used by members of the discipline.
3. Writing-to-learn strategies (short, usually informal assignments completed in the explicit context of the course) should be used to support the inception and completion of disciplinary forms, not to replace engagement with professional genres.
4. Writing assignments should be used throughout the semester, rather than concentrated at the end, to help students view writing as integral to learning within and across disciplines and to help students learn how disciplinary expectations for writing reflect the values and the ways of thinking important to members of the discipline.
5. There should be opportunities for revision of written work after the instructor has responded to drafts both orally and in writing. Opportunities for peer response are encouraged when appropriate.

**Class size:**

Ideal WID courses have a student-to-teacher ratio of 20:1. To ensure sound pedagogical practice, WID courses should have a student-to-teacher ratiothat does not exceed 25:1. This standard may be achieved by reducing WID class enrollments, modifying instructional technique, or by assigning graduate teaching assistants to WID instructors.

**Course Delivery Method:**

WID-designated courses should ideally be delivered face-to-face, except for courses explicitly designated as online BGS WID courses. If a department anticipates delivering a WID course in non-traditional formats (e.g., online or CODEC) – to fulfill requirements for an online-only major, for example – pedagogical modifications should be indicated on the Request for WID Designation Form.

All syllabi should include the following statement:

*This course has been designated to meet the Writing Instruction in the Disciplines (WID) graduation requirement. WID courses provide instruction in the processes and formats for the writing content and style needed to be an effective professional in a student’s chosen field.*