**WRITING INSTRUCTION IN THE DISCIPLINES:**

**PROPOSAL FORM FOR WID DESIGNATION**

Date Submitted to WID Council:

College:      Department:

Department Chairperson:

**A. EXISTING COURSE(S):**

Course Number(s) and Title(s):

**Semester Hours:**

**Please answer the questions that begin on page two of this form and attach a syllabus (including catalog description) and representative writing assignments.**

**APPROPRIATE ACTION FOR EXISTING COURSE(S):**

(Signatures Required)

Department: Date:

Dean: Date:

WID Council: Date:

Faculty Senate: Date:

Provost: Date:

**B. NEW COURSE OR CHANGE IN CONTENT/DESCRIPTION:**

Course Number(s) and Title(s):

**Semester Hours:**

**Please answer the questions that begin on page two of this form and attach a prospective/draft syllabus (including catalog description) and drafts of representative writing assignments.**

**APPROPRIATE ACTION FOR NEW COURSE(S) OR CHANGE IN CONTENT:**

(Signatures Required)

Department: Date:

Dean: Date:

CCPI: Date:

WID Council: Date:

Faculty Senate: Date:

Provost: Date:

**APPROVED STANDARDS FOR ALL WID COURSES**

**Before completing this form, please refer to the document titled “Writing Instruction in the Disciplines (WID) Guidelines” on the WID website.**

***(Please respond specifically to questions 1 through 14.)***

**Course Level:**

WID course(s) should be at the 300 or 400 level. 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. Please see the WID Guidelines for explicit details.

1. At which academic level are you positioning your WID course(s)? If you are establishing a sequence of courses, please explain the sequence.

1. How does positioning your WID course(s) within your curricula in this way meet the expectations for a WID course?

**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. Please see the WID Guidelines for explicit details.

1. Which course objectives relate to writing?

1. How is the teaching of writing integrated into the daily schedule for the course?

1. What forms of instructional support are used to teach writing in this course?

1. Which required texts for the course outline the expectations for the types of writing being assigned and/or provide exemplars of the forms being taught?

1. What percentage of the final course grade is based on writing development?

**Writing Assignments:**

Writing assignments should provide opportunities to learn the expectations and practice the methods of inquiry valued by members of the discipline. The amount of writing required will vary by department, depending on disciplinary expectations, though all WID courses are expected to require a significant amount of writing. Writing assignments should be used throughout the semester, and there should be opportunities for revision of written work after the instructor has responded to drafts both orally and in writing. Please see the WID Guidelines for explicit details.

1. How much disciplinary writing is required in the course? Please explain if the amount of writing is significantly above or below the suggested amount.

1. Describe the writing assignments for the course. How does each assignment function to provide students the opportunity to learn the writing expectations in your discipline and/or practice the methods of inquiry and communication valued by members of your discipline?

1. How are writing-to-learn assignments used to support disciplinary writing in the course?

1. How are writing assignments distributed in the course?

1. How are opportunities for peer response worked into the syllabus? How is feedback and revision worked into the syllabus?

**Class Size:**

Ideal WID courses have a student-to-teacher ratio of 20:1. To ensure sound pedagogical practice, WID courses must have a student-to-teacher ratio that 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.

1. What is the course cap for the class? If the course cap is greater than 25, how will the student-to-teacher ratio of 25:1 be maintained?

**Course Delivery Method:**

WID-designated courses should ideally be delivered face-to-face, except for courses explicitly designated as online BGS WID courses. Exceptions will be made for WID courses needed to fulfill requirements for an online-only major.

1. Please explain what pedagogical modifications will be made to ensure any non-traditional version of the course provides the environment needed for learning disciplinary writing.

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.*

**Submit 11 copies of this form to the Faculty Senate Office, Stipes 323 for appropriate routing.**