 listens, such as invention activities, in written outside of class which are handed in for formal evaluation as well as informal assignments designed to promote

WI Guideline 3: be able to receive constructive feedback of some kind during the drafting/revising process to help improve their writing.

Major assignments should integrate the process of writing (prewriting, drafting, revision, editing). Students should be able to receive constructive feedback of some kind during the drafting/revising process to help improve their writing. Students should include a section with course writing goals and student learning outcomes for writing as part of the narrative.

C. WRITING INTENSIVE DOCUMENTATION

WI RATIONALE

Along with this cover sheet, please include a brief narrative explaining how course methods will incorporate attention to writing. The narrative should address each of the three Writing Intensive Guidelines (briefly summarized below):

WI Guideline 1: Students in the course should do substantial writing that enhances learning and demonstrates knowledge of the subject or the discipline. Writing should be an integral part of the course and should account for a significant part (approximately 50 percent or more) of the final grade.

WI Guideline 2: Writing should be assigned in such a manner as to require students to write regularly throughout the course. Major assignments should integrate the process of writing (prewriting, drafting, revision, editing). Students should be able to receive constructive feedback of some kind during the drafting/revising process to help improve their writing.

WI Guideline 3: The course should include both formal (graded) and informal (heuristic) writing. There should be papers written outside of class which are handed in for formal evaluation as well as informal assignments designed to promote learning, such as invention activities, in-class essays, reaction papers, journals, reading summaries, or other appropriate exercises.

WRITING GOALS AND OUTCOMES:

Please include a section with course writing goals and student learning outcomes for writing as part of the narrative.

D. SYLLABUS AND SUPPORTING MATERIAL:

Please include your syllabus along with any other relevant supporting materials (assignments, etc) that are available.

E. SEND TO DIRECTOR, UNH WRITING PROGRAMS

email: edward.mueller@unh.edu --or-- hardcopy: Dimond Library, Room 329
18 Library Way, Durham, NH 03824