

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- _____ Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- _____ Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- _____ Does one of your course objectives explicitly mention the improvement of writing?
- _____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- _____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- _____ Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- _____ Are there at least two, and preferably more, different writing assignments?
- _____ Will students revise at least one assignment after receiving your review comments?
- _____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- _____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- _____ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- _____ Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?