

13-142a

LSC: AP-2/20/14
UWUCC: APP-3/4/14
Senate: APP-3/25/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

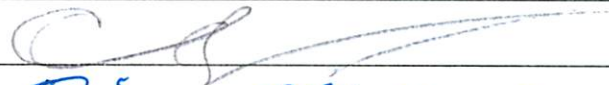



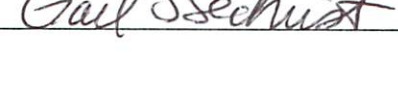
Professor Chauna Craig

Department English

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		2-4-14
Department Chair		2/5/14
College Dean		2/13/14
Director of Liberal Studies		2/24/14
UWUCC Co-chair(s)		3/4/14

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Liberal Studies

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FEB 14 2014
Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Chauna Craig DEPARTMENT English

List up to three of the W courses that you have taught since your appointment as a Type I professor.

ENGL 342/W Short Fiction
ENGL 326/W Writing of Fiction
ENGL 327/W Writing Creative Nonfiction

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

I taught ENGL 327/W Writing Creative Nonfiction in Fall 2013. The writing activities in that course are intended to demonstrate that students are able to: 1) analyze course readings, 2) apply the theories and techniques from readings and course lectures in their own original essays and 3) evaluate feedback from their instructor and peers in order to take responsibility for revisions that clarify their own vision while factoring in the role of audience in shaping meaning.

The writing activities I employ in ENGL 327 to achieve those goals are critical reading journals, midterm and final portfolios of original work (with drafts included), and midterm and end of term final reflections on the writing and revising process.

Addendum: It's probably easiest if I explain how my Writing Creative Nonfiction is different with a W than without. Students generating their own revised, finished essays is part of any writing course, and I didn't include that as a separate writing activity since it *is* the course emphasis. However, not every writing course requires reflective writing in response to feedback (which my students do and then revise from their midterm to final portfolio), nor does every writing course require writing that focuses on the skills and writing choices demonstrated in course readings. In creative writing, for example, I've used readings to *discuss* those issues, but I take it a step further in W courses and have students demonstrate their learning through graded writing. I utilize different kinds of writing beyond the genre the course is intended to teach in order to facilitate better thinking. There were two sections of this course offered in Fall 2013, and mine had the W designation because it involved those additional levels of graded writing assignments with instructor feedback along the way.