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 LSC: App-5/1/14  
 uwucc: App-9/2/14  
 Senate: App-10/7/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

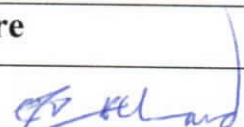
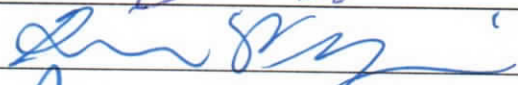

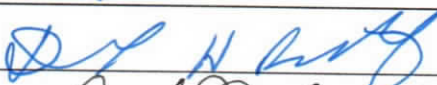
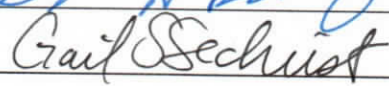
Professor Dr. Christopher Orchard

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)		3.24.14
Department Chair		3/25/14
College Dean		4/2/14
Director of Liberal Studies		5/1/14
UWUCC Co-chair(s)		9/2/14

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 Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR ORCHARD

DEPARTMENT ENGLISH

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

ENGL 210 British literature survey to 1660

ENGL 434 Shakespeare

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.

My last assigned W course was ENGL 210 British Literature Survey to 1660 The writing activities consisted of quizzes, Moodle prompt activities, in-class writing and a final paper.

The quizzes are intended to evaluate students comprehension of the reading material. The ability to answers correctly indicate that they have understood plot, comprehended character interaction with others characters, and are conversant with a text on an appropriate level that does not necessitate a plot summary discussion in class. It is therefore a gateway exercise to the next level of thinking, analysis of a text. They are a more mechanistic form of writing that often contain abbreviated answers.

The Prompt activities expose students to readings that are complementary to our in-class readings. They are designed to show students a variety of literary genres or critical articles on the same theme as the main text discussed in class. The prompt is set up as a nested forum, so students are expected to respond to each other's response to the prompt. The activity demonstrates the student's ability to engage in peer-to-peer interaction which involves comprehension and evaluation of the text on which the prompt is based as well as understanding and engaging with the points made by their peers. This is a more free-flowing kind of writing because students have a word minimum but the language is more colloquial and less bound to more formal rules of grammar.

The in-class writing encourages peer-to-peer interaction in small groups. This writing is intended to show either a consensus on a theme (that they have chosen from a list) or a list of possible answers that reflect the different opinions of the group members. It is focus-oriented and enables students to concentrate on a single issue of particular interest to them. This is a more free-flowing form of writing since students will use a variety of sentence structures as prompts to more expansive oral discussion follow-ups as they discuss their ideas with the class.

The final paper is intended to show the students' abilities to synthesize the ideas about a single topic that they have considered in various texts throughout the semester. It is a formal paper and as such is intended to demonstrate the students' ability to construct a cogent thesis, demonstrate structural integrity, and exemplify judicious uses of citations to support their points. This is the most formal kind of writing that they will do.