**KWU Writing-Intensive Requirements**

Writing-intensive courses must have writing assignments from two of the following three groups:

**Group I: Informal Writing (ongoing throughout the semester)**

Examples:

1. Journal entries, logs, etc.
2. In-class writing exercises
3. Other

**Group II: Shorter Assignments (3-5 of approximately 1000 words each)\***

Examples:

1. Short reports
2. Proposals
3. Microthemes
4. Critical Analyses
5. Other

**Group III: Extended Assignment (1 of approximately 3000-5000 words)\***

Examples:

1. Long paper or report
2. Case study
3. Technical writing assignment
4. Other

**\***Assignments from Group II or III must engage fully in the writing process, which includes brainstorming, drafting, and revising. These elements are therefore an integral part of the course and class time itself is devoted to these processes.

**Evaluation:**

Students must receive formative comments back on their writing. While rubrics must be used to establish the elements being assessed and their quantitative measures, the formative comments are at the heart of improving the students’ overall writing abilities.

**Course Size:**

Classes should be capped at no more than 24 students per section. Ideally, the number should be 20 or less to allow for consistent, timely, thorough feedback to student writing.

**Writing-Intensive Addendum:**

To be approved by the Curriculum Committee as a writing-intensive course and to be thus identified as WI, a Writing-Intensive Addendum must accompany the syllabus. This addendum will address how the class meets the following four elements:

1. Statement on Learning to Write:

Improving students’ writing is at the heart of every single WI course. Therefore, the proposal must make clear how the course will facilitate writing instruction.

1. Statement on Writing to Learn:

Research has shown that writing is an important way to foster understanding and engagement of various topics and difficult subjects. Therefore, WI courses will utilize writing to facilitate the learning of specific content, and this section will detail this process.

1. Statement on Writing in the Discipline:

Each discipline has specific conventions and expectations for student writing, and this section should explain how students will engage these elements and how they might translate to future work both within and outside of the discipline.

1. Statement on Writing with Confidence

Students should leave the course empowered both in terms of content knowledge and with respect to their progress as writers. The latter is particularly important because of the need for students to be effective communicators more generally, and this statement should speak to how the course will inspire this confidence in students.

Finally, the WI Addendum must indicate the types of writing that will be used in the classroom, and this information will be explained in a section titled “Procedures.”

**Sample Writing-Intensive Addendum for ENGL 121:**

**Statement on Learning to Write:**

ENGL 121 builds upon the concepts learned in ENGL 120, but the former places an even greater emphasis on explicit argumentation. Students will understand the hallmarks of effective argumentative prose, and they will also be able to analyze and critique written and visual arguments. Additionally, students will continue to refine their competency with grammar and mechanics.

**Statement on Writing to Learn:**

In order to argue effectively, students must be able to analyze outside arguments and engage the voices of others. Thus, students will be able to locate, critique, analyze, and synthesize outside sources and utilize these as pieces of evidence in their own prose. One of the best ways for writers to improve at their craft is through modeling, and thus the evaluation of other sources is critical to the overall writing process.

**Statement on Writing in the Discipline:**

ENGL 121 will utilize MLA format, and this is a standard style for courses in the discipline. However, the larger principles, such as effective argumentation and analysis, will serve students well in any future course that they may take in the English Department or at KWU more generally.

**Statement on Writing with Confidence:**

Argumentation is the common language of the university, and thus ENGL 121 will empower student to succeed in all of their other courses by being more proficient authors of argumentative prose. Whether they are reporting upon a hypothesis in the sciences, analyzing a theory in a philosophy course, or putting together a proposal in a business class, students are consistently called upon to argue. This course will ensure that they are able to complete these tasks with more confidence.

**Procedures:**

Group I:

Informal writing assignments are a staple of ENGL 121. Students will be analyzing models in-class, and assignments are designed to scaffold the skills learned. Thus, students will consistently be drafting portions of their formal paper assignments, and these will be revised as a part of the process leading up to the final draft submission.

Group II:

Students in ENGL 121 will write three-four formal essays of approximately 1000 words each. These essays might include writing a/an: analysis, summary, annotated bibliography, and call for action.