SUBCOMMITTEE ON WRITING-INTENSIVE COURSES

Regular Meeting
Tuesday, October 27, 2020
9:00 a.m. - 10:00 p.m.
MS Teams Online

AGENDA

1. Call to Order ....Robert Dearle   9:00

2. Approval of Agenda

3. Approval of Minutes, October 13, 2020

4. Items for Discussion

    4.1. Final discussion of WI criteria 9:15

    4.2. SWIC Process for Reviewing Submissions...   9:30

    4.3. Next steps 9:45

5. Adjournment

Voting Member Quorum 4 members		
Karen Davison Robert Dearle - Chair Darren Francis Rachelle Hollaway	Christina Page Michael Pope Jennifer Williams	
		Non-voting
		Nick Bransford David Burns
Regrets	**Senate Office**	**Guests**
	Meredith Laird	

1. **Call to Order**

   Robert Dearle called the meeting to order at 9:01 a.m.

2. **Approval of Agenda**

   Jennifer Williams moved the agenda be confirmed as circulated.

   The motion carried.

3. **Approval of Minutes, October 6, 2020**

   Christina Page moved that the minutes be approved as presented.

   The motion carried.

4. **Items for Discussion**

   4.1. Criteria for Writing-Intensive Courses

   The subcommittee discussed the Writing Intensive (WI) Course Design Guide draft circulated by the chair since the last meeting. The discussion included a consideration of requesting course presentations for the subcommittee's reference when evaluating a course for this attribute. The subcommittee discussed faculty workload in relation to class size caps for WI courses and established pedagogical practice related to teaching writing courses. The chair advised the subcommittee that the approximate word count requirement was suggested by research which he provided on the Teams channel, and this suggested word count could include student journaling and revisions of submitted work, as well as mid-term and final exams. Retaining the term "approximately" in the word count will allow some flexibility for instructors.

   The subcommittee discussed the definition of core university-level writing competencies and how to assist all students in developing competency with diction, syntax, complex sentence structure, and punctuation, including those who are non-native speakers of English.

The subcommittee discussed the challenges for student progression of making ENGL 1100 and/or a minimum grade in ENG 12 a prerequisite for WI courses.

Christina Page moved that the final sentence of the definition be changed to "Emphasis is also placed on developing and assessing core university-level writing competencies, including the integration and correct use of discipline-specific vocabulary, writing conventions, and grammar such as diction, syntax."

The motion carried.

Darren Francis moved THAT the Subcommittee on Writing-Intensive Courses endorse the amended standards for use in assessing courses for WI status.

The motion carried.

Writing-Intensive (WI) Course Design Guide

Definition:

Writing-intensive courses (WI) teach content through writing and writing through content. Students are expected to develop their writing abilities through practice and revision as well as through instructor and peer feedback. Course content is discipline-specific, and assignments are designed to introduce students to discipline-specific rhetorical conventions, writing practices, and citation methods.

Emphasis is also placed on developing and assessing core university-level writing competencies, including the integration and correct use of discipline-specific vocabulary, writing conventions, and grammar such as diction, syntax.

Requirements for all writing-intensive courses (to be reflected in course outlines and course presentations):

1. The course is capped at 25 students or fewer.
2. The course is composed primarily of individual, discipline-related writing assignments, and these assignments will represent at least 60% of student assessment.
3. Student writing in the course totals approximately 5000 words. Most of this writing will occur in separate graded writing assignments, but up to 30% may occur in ungraded writing assignments and revisions.
4. The course is numbered at the 1100 level or higher and its prerequisites will meet or exceed KPU's Undergraduate English Proficiency Requirement.
5. The course teaches and encourages recursive writing strategies, such as prewriting, drafting, revising, and editing. Students are given at least one opportunity to integrate instructor or peer feedback in an assignment or rewrite.

6. The ability to communicate clearly and effectively in writing without academic assistance is an essential outcome of the course. Therefore, supervised writing assignments should constitute approximately 25% of overall assessment.

7. The course includes a writing handbook or equivalent online resource for student reference.

General principles

- Writing instruction should occur throughout W courses and ample feedback on students' writing will be provided based on evaluation criteria that are distributed or established ahead of time.
- The course assignments should be sequenced to build upon and reinforce students' writing skills.
- Area course developers may want to consider setting English 1100: Introduction to University Writing as a course prerequisite, particularly in courses numbered above the 1100 level.

5. Adjournment

The meeting adjourned at 10:10 a.m.