

Writing Emphasis Checklist

Writing Emphasis Designation

The Writing Emphasis (“W”) designation is a default designation (i.e., the course will be Writing Emphasis regardless of the instructor or course format, and all requirements of the “W” designation are expected to be met regardless of instructor or format)

Specific Criteria for a Writing Emphasis Course (as described more fully in the Writing Emphasis Course Handbook):
Please check all boxes appropriately.

1. The attached syllabus and course outline clearly identify:

- ☐ a set of course goals (i.e. objectives) of which one centers on writing instruction and improvement.
- ☐ at least three types of writing assignments that represent both formal (e.g., essay examinations, research-based essays and reports, reflective essays of analysis or synthesis) and informal writing (e.g., journal entries, reaction papers, class note summaries).
- ☐ how the instructor will provide instruction in the specific techniques of composition that are appropriate for the writing assignments included in the course.
- ☐ one or more writing assignments that will be returned to students with comments and suggestions; provided by the instructor and, where appropriate, peers; comments and suggestions will be focused on the encouragement of critical thinking and improvement in writing in the discipline.
- ☐ The syllabus has been prepared with attention to grammatical and syntactic clarity. Thus, the syllabus itself represents the first model piece of writing that students will encounter in this course.
- ☐ one or more opportunities for student revision of their work based on constructive feedback provided by the instructor and, where appropriate, by peers.
- ☐ the percentage of the final grade to be derived from the writing assignments.

2. The course syllabus includes the following General Education syllabus requirements:

- ☐ a clear and prominent statement that identifies the course as an approved general education course, specifically as a Writing Emphasis course.
- ☐ a clear statement of at least two general education goals (student learning outcomes) that the course is designed to meet, including Goal #1 (students will be able to communicate effectively) and goal #3 (students will be able to think critically and analytically). Explicitly link the course goals with how they are assessed (e.g., via exams, papers, etc.). Goal #1 is required for all writing emphasis courses and should be identified as the primary general education goal.

3. A Summary of Writing Activities and Objectives is attached. This summary provides:

- ☐ an explanation of each required task.
- ☐ an explanation of how each task enhances the learning goals and content of the course.
- ☐ an explanation of how the two general education goals are met in the course.
- ☐ a description of at least one assignment that will be submitted, upon request, for the assessment of each general education goal.