Requirements for "Writing-Intensive" (WI) Course Designation:

1. **Instructors must provide at least one writing-related learning outcome.**

Outcomes should state what the student *will be able to do* (i.e. *writing skills learned in the course*), rather than what students *will do in the course* (i.e. *activities performed in the course*).

2. **Students must complete informal and formal writing assignments sequenced during the course intended as "writing to learn" and "learning to write" assignments.**

Examples of informal "writing-to-learn" writing assignments include brainstorming, free writing, journals, reaction-response essays. Examples of formal "learning to write" assignments include critiques, reviews, laboratory reports, case studies, observations, essays, proposals, and research papers.

3. **Students must receive feedback from instructors. The feedback should facilitate the composing process but give the primary responsibility for revision to the student.**

This feedback might be supplemented by peer mentors, writing fellows, and writing center instructors.

4. **Students must have an opportunity to incorporate feedback from instructors (as well as from peer mentors, writing fellows, and writing center instructors) and complete substantive revision of written work.**

This feedback might provide comments rather than markings and use sequencing to facilitate invention and pre-writing, drafting and revision, substantive editing and proofreading.

5. **The course must include classroom discussion of particular writing conventions—vocabulary, organization, evidence, citation—specific to the discipline or profession.**

A simple exercise is to address the assignment prompt and the difference between using a thesis and hypothesis, or using primary texts or field research.

6. **A minimum of 20% of the grade for the course must be based on the extent to which students display program writing criteria (i.e., as evaluated by rubrics) in the revision and editing processes of formal writing.**
Submission Process

The process for submission and designation of Writing Intensive (WI) courses in the first year, in general education, and in programs is articulated below and in the Institute Writing Policy.

Generally speaking, the process for submitting a course is as follows:

1. Faculty (re)design course to be WI and completes "Triple C" form
2. Faculty member contacts University Writing Program Director (David Martins, dsmgla@rit.edu) to be enrolled in MyCourses page
3. Faculty member submits this form into the “Dropbox”
4. IWC members review and provide feedback on the proposal in "Dropbox"
5. IWC informs faculty, registrar, and curriculum committees of review outcome
6. IWC maintains a list of approved courses on "Content" page

In order to submit a WI course proposal ("Triple C" form) to the Institute Writing Committee, faculty must be enrolled in the IWC "myCourses" page as a student. Being enrolled enables faculty members to post completed forms to the "dropbox" for IWC review and feedback.

For additional information, please consult the Institute Writing Committee web pages:

http://www.rit.edu/academicaffairs/academicsenate/iwc
Course Criteria Checklist (Triple C) Form
Institute Writing Committee

College-Department-Name of Course and Course Number:

Credits: 
Status: First Year Writing _____ General Education _______ Program ______

Please provide concrete explanations for how the requirements are met in the course, and/or quote from relevant sections of the course outline.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Guideline</th>
<th>How requirement will be met</th>
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<tbody>
<tr>
<td>WI Courses have writing-related learning outcomes.</td>
<td>One or more learning outcomes addressing students’ development of writing skills relevant to the field and how students will use writing to learn in the course. <em>First Year Writing courses will include a learning outcome related to awareness of the social and intellectual aspects of writing in the university.</em></td>
<td>After the course, students will be able to: 1. (outcome 1) 2. (outcome 2, etc.)</td>
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<tr>
<td>Informal Writing Assignments</td>
<td>Distributed through the course as appropriate to learning outcomes.</td>
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<tr>
<td>Formal Writing Assignments</td>
<td>Single document sequenced and due at the end of the semester and/or multiple documents due during the semester.</td>
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<tr>
<td>Revision Policy</td>
<td>Students must receive feedback from instructors and have an opportunity to incorporate feedback from instructors and complete substantive revision of written work.</td>
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<tr>
<td>Classroom Discussion</td>
<td>Class lessons of particular writing strategies <em>First Year Writing Courses include discussion of critical reading, writing, research and reflective practice.</em></td>
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<tr>
<td>Writing portion of the grade</td>
<td>At least 20% of the overall course grade must be based on writing assignments.</td>
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