Instructions for UCC WRITING Course Proposals

WRITING designation attached to a course indicates that some aspects of the course are intended to fulfill UCC requirements related to the following skills or topic areas (defined in more detail in later sections of this document):

- Writing (Tier 2 or 3 only) (W)

Rules for which courses may or must carry Writing designations are as follows:

1. UCC Foundation courses may not have Writing designations.
2. UCC Tier 1 courses may carry Writing designations, but this is not required.
3. UCC Tier 3 courses or experiences may have Writing designations, but this is not required.
4. Courses that are not otherwise part of the UCC (e.g., courses within disciplinary majors or electives) may carry Writing designations.
Instructions for WRITING Proposals

A. WRITING Rationale

Explain how the WRITING designation is incorporated into the course. The master syllabus for the course (appended to this proposal) must show WRITING as a course objective. To be designated as a WRITING course, the syllabus should indicate the following:

a) The WRITING is a substantial unit (a discrete unit constituting at least 20% of course content); the learning outcome assessment should be in proportion to the WRITING designation’s weight in the course.

OR

b) The WRITING designation is a continuous thread (clearly and regularly discussed in the course, constituting at least 20% of course content); learning outcome assessments should be integrated throughout and in proportion to the WRITING designation’s weight in the course.

B. Assessment

Provide an assessment plan that describes how student learning outcomes associated with the WRITING designation will be assessed. These assessments of student learning must account for at least 20% of what determines the student’s grade in the course.

Describe what data will be collected to document that the course is effective in enabling students to attain the WRITING objective(s). Ideally, the same data used to assess student learning for grade determination should be used to assess course effectiveness.

C. Course Master Syllabus

If the WRITING Designation Proposal is part of a UCC course proposal, append the WRITING proposal to your UCC course proposal, which should include a course master syllabus.

If your course is NOT a UCC course, append a copy of the course master syllabus (on file with the department and college) to the WRITING Designation Proposal. If the course objectives on this master syllabus do not reflect the proposed WRITING designations, the syllabus should be revised to be consistent with the WRITING proposal. This revised syllabus should go through appropriate departmental and college approval processes.
Description and Criteria for WRITING Designations

W  Writing Intensive:

Students taking courses with this designation will improve their writing skills, including grammar and logical organization. The only way that students learn to write effectively is to write often and receive evaluative feedback from instructors who are skilled writers themselves. Hence, courses designated as “writing intensive” must provide students multiple opportunities to write, receive editorial feedback from the instructor on their writing and then respond to this feedback by revising their written work. Writing assignments can include multiple styles or focus on developing a single style that is standard for a particular discipline.

Assessment of student learning outcomes in writing intensive courses must describe specific objectives for student writing skills and document the number or proportion of students who successfully demonstrate those skills.