

Dear Faculty Member,

Are you planning to submit your course for the Ways of Knowing writing credit? If yes, the Writing Subcommittee, which reviews proposals for the writing-intensive credit, respectfully requests that you observe the following guidelines:

1. Review the Registrar's page, "Submitting a Course for Core Consideration" ([https://registrar.nd.edu/faculty/course\\_submission.php](https://registrar.nd.edu/faculty/course_submission.php))
2. Submit a course syllabus that includes a statement explaining to students how the course will meet the requirements of the writing-intensive course. You can review writing course outcomes, requirements, and recommended teaching practices here: <https://corecurriculum.nd.edu/starting-fall-2018/ways-of-knowing/writing/>
3. Submit a rationale that explains in more detail how the course will meet each of the requirements for receiving the writing credit:
  1. Writing is integrated into course objectives and outcomes. The syllabus reflects the central importance of writing in the study of course content, and in assigning final grades.
  2. Writing is a significant part of coursework. Each student will submit by the end of the course approximately 20 pages of written work and will have revised at least one assignment in response to feedback.
  3. Instruction in research practices, as appropriate to the discipline, is integrated into the course.
  4. Instruction in the writing process, i.e., generating ideas, conducting research, writing a draft, rethinking, revising, and editing, is included in the course.
  5. Revision practices are integrated into writing instruction; students have the opportunity to revise written work before receiving a final grade.
  6. Meetings between instructors and students, either one-on-one or in small groups, are stipulated in the syllabus.
  7. Courses or sections are sized to allow for timely grading and feedback of all work for each student.

For your convenience, we offer the following sample template for the rationale, with sample responses in *italics*:

### **Writing Intensive Rationale**

This course meets each of the requirements for the writing intensive credit.

1. Writing is integrated into course objectives and outcomes.

*The syllabus reflects the central importance of writing. Writing skills are referenced in the course objectives, and nearly all assignments and grades relate to writing.*

2. Writing is a significant part of coursework.

*Each student will submit by the end of the course approximately 20+ pages of written work. The course calls for three writing assignments of 4 pages each, and a longer researched paper of 10-12 pages. The latter assignment has four parts: 1) an abstract of the paper, 2) an annotated bibliography, 3) a draft of the paper, 4) revision based on the instructor's comments. Before submitting written work, students will additionally workshop their papers in peer review groups of 3-4 students.*

3. Instruction in research practices is integrated into the course.

*Two classes will be scheduled in Hesburgh library. Students will meet with the area librarian to learn how to use databases, assess source materials, and plan a research project.*

4. Instructions in the writing process, i.e., generating ideas, conducting research, writing a draft, rethinking, revising, and editing, is included in the course.

*Students will receive practice in planning, drafting, reviewing, and revising their written work throughout the semester. Much of this will be discussed in the peer review groups, but I will also provide direct instruction in these practices.*

5. Revision practices are integrated into writing instruction; students have the opportunity to revise written work before receiving a final grade.

*Students will continually revise their written work, both in the peer review groups and in response to the instructor's comments.*

6. Meetings between instructors and students are stipulated in the syllabus.

*The syllabus stipulates that each student is required to meet individually with me at least once during the semester. I will encourage additional one-to-one conferences beyond the required meeting.*

7. Courses or sections are sized to allow for timely grading and feedback of all work for each student.

*The course is capped at 18 students.*