

Writing Across the Curriculum (WAC)

Course for which you are seeking approval (department and number):

Com 240

CRITERIA

A course approved for the WAC requirement must meet all of the following criteria:

1. Assign writing throughout the semester.
2. Require students to write between 3,000 words and 5,000 words (approximately 10 to 20 pages) over the course of the semester.
3. Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences. Include planning assignments (e.g., reading logs, pre-writing strategies) and peer reviews whenever possible.¹
4. Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
5. Engage students in writing as a process and provide opportunities for students to improve their writing over the course of the semester. This can take different forms including scaffolded assignments, drafts and revisions, and multiple iterations of the same type of assignment (such as a lab report).
6. Provide students with extensive feedback on their writing and expect students to use that feedback to improve their writing in subsequent assignments. This feedback should not consist entirely of mechanical correction of punctuation and grammar. Doing so should be part of the assessment (grading) of the assignments.
7. Teach information literacy in a discipline appropriate context. This includes instruction and assignments that support student development in accessing and evaluating discipline-appropriate research materials and integrating them into their own work. Instructors are encouraged to collaborate with librarians on this aspect of their courses and to consult the Association of College & Research Libraries' Framework for Information Literacy in Higher Education.
8. Assign writing in English except for 300 and 400-level courses that are specifically geared at improving writing in another language.

¹ Writing-to-learn helps students use writing to explore many aspects of the course as well as their own reflections; these activities should foster learning at deeper levels than memorization or recitation. Writing-to-communicate emphasizes aspects of writing (style, coherence, focus, grammatical correctness) that allow a reader to navigate the writing as they wish.

Additional criteria

9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

10. Maximum enrollment for this course is 35 or 45 with a graduate assistant.

DIRECTIONS

1) Copy and paste the criteria given above into your syllabus. Include that syllabus with your proposal in Curriculog.

2) In this document, explain how the course meets the criteria by answering the questions below. Include enough detail for the committees to be able to understand how your course meets the criteria. Feel free to copy and paste information over from your syllabus into this document to answer the questions. Include this document in your Curriculog proposal.

1. Complete the following table indicating (a) what writing assignments are included in the course, (b) when they are scheduled in the semester, (c) their approximate word-count, and (d) their assignment type. You may add additional rows as necessary, and group identical assignments.

Writing Assignment	Scheduled Date(s)	Expected word count	Assignment type (Writing to learn, writing to communicate, planning, and/or peer review)
Career Paper Worksheet	9/25	500	Write to communicate
Career Paper First Draft	10/16	1000	Write to learn
Career Paper Final Draft	11/20	1500	Write to learn
Cover Letter/ Resume	10/27	500	Write to communicate
Team Paper	12/11	500	Write to learn

2. Complete the following table indicating the types of discipline-specific writing instruction that is included in the course. The first column lists general types of writing objectives. If the course includes instruction on that objective, describe the instruction in the second column, indicate which assignment(s) develop and/or assess that objective in the third column, and indicate the date(s) of those assignments in the final column.

Writing Objective	Instructional Approach	Associated assignment(s)	Scheduled date(s)
Textual forms ²	Chapters 7 and 8 Lecture on Resumes and Cover Letters. Students will explore templates and eventually tailor their own resumes and cover letters for a local job as a class assignment.	Resume Cover Letter	9/29- 10/2
Argumentative strategies ³	Chapters 1-5 discuss the 5 Communication Principles of leadership in the workplace (Aware, Verbal, Nonverbal, Listening, and Adapting). Students will use this knowledge in a career exploration activity through Onet online. Students will then write a paper where they ARGUE for one occupation over another. See Career Paper Assignment and Career Paper Worksheet Attached. Chapters 7 and 8 Lecture on Resumes and Cover Letters. Students will explore templates and eventually tailor their own resumes and cover letters for a local job as a class assignment.	Cover Letter Career Paper	8/30- 9/22 9/29- 10/2
Appropriate evidence ⁴	Chapters 1-5 discuss the 5 Communication Principles of leadership in the workplace (Aware, Verbal, Nonverbal, Listening, and Adapting). Students will use this knowledge in a career exploration activity through Onet online. Students will then write a paper where they must be selective incorporating the APPROPRIATE EVIDENCE. The vast information provided through Onet is too much, and	Career Paper	8/30- 9/22

² The forms writing takes in the discipline. Instruction may include focus on purpose or structural elements.

³ How positions are supported in the discipline and how that structures the writing.

⁴ The types of reasons or evidence appropriate to the field and/or styles of arguments used in the discipline.

	students are instructed in the proper selection of evidence necessary to make an argument for their paper. See Career Paper Assignment and Career Paper Worksheet Attached.		
Style ⁵	<p>Chapters 1-5 discuss the 5 Communication Principles of leadership in the workplace (Aware, Verbal, Nonverbal, Listening, and Adapting). Students will use this knowledge and learn how to write in argumentative style in their Career Paper.</p> <p>Chapters 7 and 8 Lecture on Resumes and Cover Letters. Students will learn and write in a professional style for their cover letter and resume.</p> <p>Chapter 9 is a lecture on teams. Students will learn of evaluation of team members and practice writing in an evaluative style.</p>	Career Paper Resume Cover Letter Team Paper	8/30-9/22 9/29-10/2 10/4-10/6
Audience ⁶	<p>When preparing for various writing assignments, students will learn to tailor their writing for different audiences. These include the following:</p> <p>Career Paper- Business Professional Audience Resume & Cover Letter- Human Resource Audience Team Paper- Supervisee Audience</p>	Career Paper Resume Cover Letter Team Paper	8/30-9/22 9/29-10/2 10/4-10/6
Citation ⁷	<p>Chapters 1-5 discuss the 5 Communication Principles of leadership in the workplace (Aware, Verbal, Nonverbal, Listening, and Adapting). Students will use this knowledge in a career exploration activity through Onet online. Students will then write a paper where they must use proper APA citations.</p>	Career Paper Teams Paper	8/30-9/22

⁵ Formality, writing perspective (first/third person), and tone.

⁶ Tailoring communication to audiences, conducting audience analyses, etc.

⁷ Methods of citation, reasons for citing, expectations regarding age of citations, etc.

	<p>Students will be instructed in class and given templates for proper APA citations. In addition, students will be instructed of the proper citations of various formats (Textbooks, Journals, Webpages, etc.) and will use this information when writing their Team Paper. See Career Paper Assignment, Career Paper Worksheet, and Team Paper Assignment Attached</p>		
Other			

3. What types of feedback will be provided on student work? How, specifically, will students be required to make use of the provided feedback to improve their work? Career paper will require a draft. Instructor will provide feedback on draft. Final version must implement the feedback from draft.

Resume and cover letter writing will have workshops where students can receive feedback before submitting final versions.

4. How, specifically, will the course teach information literacy? When does this instruction occur in the course and what assignment(s) are associated with the instruction?

Beginning week 3, students will be instructed on information literacy. They will be walked through several sources (not limited to onetonline.org) to create their Career Search Paper. A major component of this assignment is to be selective in what information is included. The students are instructed to Write to Make an Argument. To accomplish this, students are instructed on various search processes as well as critiquing of information.

An early step in this process is the Career Paper Worksheet (see attached). This assignment helps students evaluate proper information to be included in the later paper.

5. If the course writing is not in English, please describe how writing in another language will be used to improve communication skills in that language.

N/A