

Writing Across the Curriculum (WAC)

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

PHL 300: Philosophical Methods

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)
<i>Two Conversation Briefs:</i> Short interpretations of a passage from an assigned philosophical text, followed by the application of a 'discussion move.'	There are no specific due dates for Briefs. But they must be submitted prior to Week 6 of the course.	~500 words each, for a total of ~1000 words	Writing to learn
<i>Three Summary Briefs:</i> Summations of a reading from an assigned philosophical text.	There are no specific due dates for Briefs. But they must be submitted prior to Week 6 of the course.	~250 words each, for a total of ~750 words	Writing to communicate

<i>Paper Proposal:</i> A one-paragraph introduction to the thesis the Final Paper will defend.	At the end of Week 5	~100 words	Planning
<i>Two Paper Outlines:</i> Students will submit two paper outlines, the second one building on the first.	Outline 1 due at the end of week 7 Outline 2 due at the end of week 9	~500 words each	Planning
<i>Annotated Bibliography:</i> Students will create an annotated bibliography that makes use of proper academic source and reference material.	At the end of week 10	~800 words	Planning
<i>Three Paper Drafts:</i> Much of the semester will be spent drafting and editing a 2000-3000 word argumentative essay: the Final Paper. There will be a drafting process for that essay, where you turn in three successive drafts and receive feedback. Each draft must be revised and updated in response to the feedback in order to pass.	Draft 1 due at the end of week 11 Draft 2 due at the end of week 12 Draft 3 due at the end of week 14	~2000 words each, for a total of ~6000 words	Draft 1: Writing to learn Drafts 2-3: Writing to communicate
<i>Final Paper:</i> A 2000-3000 word polished philosophical argumentative essay.	Due during finals week	~2000 words	Writing to communicate

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	Reading assignments, lectures, discussions, and in-class activities (especially in week 4) will cover the issue of the textual forms in philosophy	The dominant form is the argumentative essay. Students will write their own such essay by completing all the "Paper Writing Assignments"	Due days for the "Paper Writing Assignments" span week 5 through finals week.
Argumentative strategies ³	Reading assignments, lectures, discussions, and in-class activities (especially in weeks 5 through 12) will cover argumentative strategies in philosophy	All the "Paper Writing Assignments" focus on argumentative strategies, especially the two Outline assignments	Due days for the "Paper Writing Assignments" span week 5 through finals week.
Appropriate evidence ⁴	Reading assignments, lectures, discussions, and in-class activities (especially in weeks 6 through 11) will cover appropriate evidence	All the "Paper Writing Assignments"	Due days for the "Paper Writing Assignments" span week 5 through finals week.
Style ⁵	Reading assignments, lectures, discussions, and in-class activities (especially in weeks 14-15) will cover style	The Paper Drafts and Final Paper	Due dates for the drafts and final paper span week 11 through finals week
Audience ⁶	Reading assignments, lectures, discussions, and in-class activities (especially in week 4) will cover the issue of audience	The Paper Drafts and Final Paper	Due dates for the drafts and final paper span week 11 through finals week
Citation ⁷	Reading assignments, lectures, discussions, and in-class activities (especially in week 13) will cover issues related to citation of sources	Annotated Bibliography and the Final Paper	Annotated Bibliography due week 10 and Final Paper due during finals week
Other			

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.

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.

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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?

Outline 2 is a revision of Outline 1. In order to receive a “pass” grade on Outline 2, students will have to adequately address the feedback the instructor provides on Outline 1.

Similarly, Paper Draft 3 is a revision of Paper Draft 2. In order to receive a “pass” grade on Paper Draft 3, students will have to adequately address the feedback the instructor provides on Draft 2.

Likewise, the Final Paper is a revision of Paper Draft 3. In order to receive a “pass” grade on the Final Paper, students will have to adequately address the feedback the instructor provides on Draft 3.

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?

Information literacy will be covered directly in Weeks 2-4 of the course. The Summary Brief and Conversation Briefs give students practice on interacting with academic sources and the Annotated Bibliography requires them to compile a list of good sources in academic philosophy that they will consult when writing the 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.

Not applicable. The writing is in English.