

Writing Intensive Courses in the Disciplines

This document, drafted by a subcommittee of the University Undergraduate Curriculum Committee and approved by that body, is intended to provide guidance for faculty proposing and teaching courses that carry the Writing Intensive (WI) component of the Writing Across Audience and Genres attribute. It offers the UUC's interpretation of "writing-intensive." For general advice on proposing courses for NUpath, see the *Guide to Preparing NUpath Proposals*.

The Writing Across Audiences and Genres requirement comprises **four courses**:

- One First-Year Writing course in the English Department (WF)
- One Advanced Writing in the Disciplines course in the English Department or approved equivalent (WD)
- Two Writing-Intensive courses in the disciplines, which are embedded in majors (WI)

The WI courses are intended to provide student with discipline-specific writing experience and instruction. The learning goals for WI courses, as of Fall 2019, are as follows:

By the end of the course, students should be able to

- A. Demonstrate facility with the writing conventions of genres in the academic field or profession.
- B. Identify credible, relevant sources and engage and cite them appropriately in their written work.
- C. Draft, revise, and edit their writing using feedback from readers.

Because students must take two WI courses in their majors, most programs seek the WI designation for courses required by the major. Programs in which students fulfill the WI requirement through elective courses in the major must ensure that their students have sufficient access to these courses to allow them to complete their NUpath writing requirement.

The university has no hard-and-fast rules about how much writing constitutes "intensiveness," but any course that provides students with the opportunity to achieve these learning goals must feature:

- a significant amount of writing, as appropriate to the discipline;
- multiple opportunities to write, including informal writing-to-learn activities and formal learning-to-write projects;
- opportunities for students to move through all phases of the writing process, from drafting through final editing; and
- instruction in writing, including feedback from the instructor (and perhaps others) that students can use to draft, revise, and edit their written work.