When members of the WAC Committee review NEW PROPOSALS for making courses Writing Intensive, they use the following checklist as a starting point for understanding how writing functions in the proposed WI course. You may find these questions useful as you prepare your curriculum packet.

**Completeness of the Packet**
- [ ] WI Proposal Form
- [ ] Sample Course Syllabus
- [ ] Memo of Support from Unit Administrator

**WI Proposal Form**
- [ ] Are there any areas in the form not filled out?
- [ ] Does the faculty make it clear how the writing assignments connect directly to the stated outcomes or objectives for the course? Is it clear how the course writing assignments help students to meet those outcomes? (#9)
- [ ] Does the faculty provide a clear explanation for what methods he/she will use to assure that students upload the appropriate documents to their iWebFolio accounts for programmatic assessment? (#10)
- [ ] SLO1: How are student writers being engaged with complex projects relevant to the discipline of the course? Do those topics require research? What types of research (field work, library, etc)? Is it clear how the students will learn to integrate/use primary and/or secondary source materials?
- [ ] SLO2: Are students writing primarily for the teacher-as-audience, or for more public or semi-public audiences (the discipline, a community organization/nonprofit, funding agency, etc)? Are students writing different texts for different audiences? What methods does the faculty use to help the students understand audience expectations, writing contexts, and appropriate genres (report, grant, letter, analysis, essay, etc) for those audiences and contexts?
- [ ] SLO3: Is there any evidence that students will write multiple drafts? From whom will they receive feedback on draft materials? How much revision will be allowed?
Are faculty using “writers memos” or “project memos” or some other type of reflective / metacognitive writing to help students analyze their drafting processes? (This may be discussed in SLO5.)

☐ SLO4: What strategies (e.g., “minimal marking”; others can be found on the UWP website: http://www.ecu.edu/cs-acad/writing/wac/topics.cfm) do faculty plan to implement in order to support students as editors of their own prose?

☐ SLO5: Are faculty using “writers memos” or “project memos” or some other type of reflective / metacognitive writing (short or long) to help students analyze their drafting/writing/revising/editing processes? Will these materials become part of the students’ University Writing Portfolios? How so? If not, why?

**WI Course Sample Syllabus**

☐ Does the syllabus contain the approved WI Statement?

☐ Does the syllabus include the types of writing assignments the students should expect or an explanation of the assignments? (Faculty may have included a separate assignment sheet for a major writing project if the instructions are too complex to be included in the syllabus.)

☐ Does the syllabus or course schedule suggest evidence that students will have more than one draft of major writing projects? OR, if major projects are divided into sections, is it clear that students have different sections due at different times and may then revise?

☐ Is it clear what percentage of the course grade will be earned through students’ writing (excluding writing on tests/exams)?

☐ Does the syllabus contain information about the University Writing Portfolio (optional but strongly recommended)?