

**WRITING ACROSS THE CURRICULUM COMMITTEE**  
**Writing Intensive Course Proposal Form**

Additional information about writing-intensive course designation (WI) is available online at:  
<http://www.ecu.edu/cs-acad/fsonline/customcf/committee/wc/procedures.pdf>

**Course Information**

1. Course number: SPAN 4556 Department: Foreign Languages & Literatures

2. Course name: Major Latin-American Authors

3. Faculty involved: Dr. Juan Daneri Phone: 328-5523

Dr. Paul Fallon 328-4803

Dr. Katherine Ford 328-6523

Dr. Jennifer Valko 328-5326

4. Will all sections be designated writing intensive? Yes  No

If no, please list the sections to be designated W-I.  
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5. This course is for: Majors  Non-majors  Both

6. How frequently is this course offered?  
Every semester.

7. What is the average student enrollment?  
15 students.

## Use of Writing

1. Which of the following writing-intensive course models do you use in this course? (Note: Descriptions of these models are available from the Faculty Senate Office and from the Writing Across the Curriculum Program Office.)

Model One: Academic Writing

Model Two: Professional Writing

Model Three: Writing to Learn

Model Four: Combination of Approaches

Model Five: Collaboration between Faculty

If you use Model Two, "Professional Writing." And, as a result, students will be required to collaborate in writing a document, what roles will be available for students to fill in that collaboration?

If you use Model Four, "Combination of Approaches," what portion of the course will employ writing to learn? What other kinds of writing will be used?

If you use Model Five, "Collaboration between Faculty," have you received permission from each department chair involved to teach the course this way? What subject areas will collaborate with you in this endeavor?

The course uses Model Four--combination of approaches (Model One and Model Three)—in the target language of instruction: Spanish. The portion of the course devoted to Model Three is approximately 50%, since students are asked to write in Spanish their final papers in stages and to use peer and instructor feedback for each stage. The other 50% is devoted to Model One, with an emphasis on the students' ability to evaluate and integrate multiple secondary sources of information (e.g. literary criticism) and to use appropriate methods of scholarly research (e.g. familiarity with MLA format and conventions).

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2. What types of documents will students write in this course (i.e., reports, memos, research papers, etc.)? Include the expected or required number of pages for each assignment.

Instructors teaching the course typically ask students to write: a) four textual explications (3 pages each), b) a final research paper (7-10 pages), c) an annotated bibliography with 3-4 annotations (2 pages single spaced) d) a detailed outline of their final paper (generally 3-4 pages double spaced) and e) a summary of the day's reading (1-2 pages). All documents will be written in Spanish.

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3. Which activities will be used to prepare students to write these documents (i.e., reading of model texts, preparatory writing in the classroom, class discussions or lectures, etc.)?

Students will read and discuss model texts (e.g. critical articles). Class lectures and discussions will model the analysis they will do in the papers and will aid them in improving writing in the target language..

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4. Will multiple drafts be used to improve the quality of writing? Will you respond to the drafts? If so, how?

The final paper will be written in various stages. Students will first propose and defend a topic in writing. They will outline or summarize their paper. Then, they will hand in a first draft of their paper to their peers and the professor for feedback.

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5. Are students asked to use a particular style manual (such as APA or MLA) for their assignments? If so, do you expect students to know this style prior to entering your class? Will they be required to purchase the manual? Use an online source? Use a prepared handout?
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MLA is the standard style manual for this course. Students are expected to be familiar with this style prior to entering the course.

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6. What specific criteria will be used to evaluate finished drafts of writing assignments?

See rubric attached.

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7. How are the writing assignments to be integrated into teaching learning goals for the course?

The writing assignments in class are used to expose students to the literature and cultural tendencies of Latin America and to deepen their ability to express their ideas in Spanish.

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8. What are your objectives for the writing experience in this course?

Students will learn how to analyze literature through their writing. In addition, students will deepen their knowledge of the Spanish language and how to organize their thoughts in a clear and coherent manner with the aid of peer and instructor feedback.

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9. Additional comments (optional)

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