All existing WI courses must comply to the new Writing-Intensive Course Proposal format and submit an audit addressing how they are going to comply.

## Course Information

1. **Course number:**
   **Department:**

2. **Course name:**

3. **Faculty involved:**
   **Email:**
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. **This course is for:**
   - Majors ____
   - Non-majors ____
   - Both ____

5. **This proposal is for:**
   - An Existing ______
   - A New ______

6. **How often is this course offered?**

7. **What is the average student enrollment across all sections?**

8. **What types of documents (genres) will students write in this course (i.e., reports, memos, research papers, annotated bibliographies, etc.)? Include the expected or required word count for each assignment.**

9. **How are the writing assignments integrated into teaching & learning goals for the course?**

10. **How will you integrate the submission of writing samples for program assessment into the course?**

University Writing Across the Curriculum Committee  
Writing-Intensive Course Proposal

The following outcomes represent the ECU Writing Outcomes approved by the WAC Committee. Explain how the projects and activities in your proposed course help students to meet these outcomes.

SLO 1 How will students use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources?

SLO 2 How will students produce writing that reflects an awareness of context, purpose, and audience? If this is a WI course specific to majors, please explain how students will produce writing that reflects an awareness of context, purpose, and audience in written genres of their major disciplines and/or career fields.

SLO 3 How will students demonstrate that they understand writing as a process that can be made more effective through drafting and revision?

SLO 4 How will you help students proofread and edit their own writing, avoiding grammatical and mechanical errors?

SLO 5 How will students assess and explain the major choices that they make in their writing?

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