**Writing Intensive Designation Application Form**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Prefix & Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Applying for: * My sections of course
* Entire course (all sections)
 | Modalities:* All modalities
* F2F
 | * Online
* Broadcast
* Hybrid
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**Quantitative Criteria**

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| Please list all assignments that involve writing. This will include 1) **formative assignments** (e.g. responses, discussions, journaling), including 2) **scaffolding assignments** (e.g. brainstorm, planning, drafting, feedback, reflections), and 3) **summative** assignments (e.g. final drafts, portfolios, final projects). If students complete drafts of an assignment, list those drafts separately for purposes of the word count and percentage of final grade. For example, a final project with a 300-word expectation + two drafts with 150-word and 200-word expectations, respectively = 650 words towards the WI criteria.  |
| **Assignment name** (Include quantity if assigned more than once)*Ex: Reading Response (x10)* | **Brief Description** *Ex: One-page critical written response to weekly reading that addresses main concept in module.*  | **# of words** (estimate 250 words/page)*Ex. 2000 wds* | **% of FINAL grade** (estimate if part of participation grade) |
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| **Totals**  |   |   |

**Pedagogical Expectations**

Please explicitly refer to the assignments listed in the Quantitative Criteria as you respond to the questions below.

1. Explain how you provide explicit instruction in and time devoted to the writing assignments in your course. Refer to the assignments listed above.
2. Describe how you, as the instructor, provide formative and summative feedback on different writing assignments. Refer to at least one formative and one summative assignment listed above.
3. Outline the different stages of at least one iterative writing assignment. Describe how students are guided through cycles of heuristics, drafting, feedback, revision and/or editing.
4. Describe the opportunities for revision that students have in response to instructor formative or summative feedback.

1. Explain how the writing assignments ask students to engage with a specific discipline’s habits of mind, reasoning, and/or epistemologies.

1. Describe how you use reflective writing to develop meta-cognition of writing within your discipline/area of study or for using writing as a tool for learning.