

## Guidelines for Writing in the Disciplines Courses

An AWC Writing in the Disciplines (WI) course should meet all the following criteria.

- The course should be included on one or more of the AGECE lists used at AWC.
- Students enrolling in a Writing in the Disciplines course must have completed ENG 101 with a C or better.
- The WI course should be a more advanced seminar-style or discussion-oriented course, as opposed to an introductory, lecture-oriented one.

A variation in the criteria may be granted by the Division, the Writing Curriculum Committee (WCC), and the Curriculum Committee (CC) if it is agreed that the existing criteria are not appropriate to the discipline and a variation in the criteria would serve the academic interest of the college. The office of Curriculum and Articulation shall keep a record of all variations and their rationale.

Introductory, lecture-oriented courses lend themselves more readily to Writing across the Curriculum (WAC) writing, where the writing is informal and the purpose of the writing is to aid students' learning of course material. WAC writing is "writer-based" and often consists of such assignments as reading logs, responses, entrance/exit responses, discussion boards, etc. Writing in the Disciplines (WI) is "reader-based" writing and may consist of assignments such as reports, article reviews, and research papers, which provide examples of disciplinary thinking and writing, and give students practice in learning to do the same. Students in WI courses focus on learning discipline-specific ways of thinking and writing that are essential to each discipline. For example, an introductory history course would encourage students to write about history in a way that demonstrates they understand the content, whereas an upper-level Writing in the Disciplines (WI) course would require students to write history—to write in the manner consistent with the conventions of the field—becoming a member of the disciplinary discourse community.

- The WI course should provide opportunities for students to learn and practice what is expected in writing for a particular discipline, including research, terminology, conventions and styles.
- The WI course should focus on writing assignments that give students practice in disciplinary thinking and writing.
- Each WI course should require formal writing to be spread out over two or more assignments, or consolidated into a single project with discrete components that can be submitted in draft form. The writing shall be in a form and format that is appropriate to the subject and the discipline. It should involve critical thinking and may involve analytical preparatory reading. It could include diagrams or symbolic elements such as music or mathematical formulas or fragments of computer code, but it should be primarily a piece of writing, not a picture or a calculation or a computer program. Writing assignments for a WI course should have the following characteristics:
  - emphasize critical inquiry that may include the gathering, interpretation, and evaluation of evidence;
  - be completed both in and out of class;

- combine WAC and WI assignments, with writer-based (writing to learn) assignments leading into reader-based (learning to write) WI papers;
- be arranged in a sequence of increasing complexity/skill where applicable;
- and include at least 3000 words, or about 12 pages over the duration of the semester. Short answer replies of 50 words or less are to be excluded from the word minimum requirements for written discourse.
- Each writing assignment should provide opportunities for student revision after faculty commentary. Faculty should comment on at least two-thirds of draft submissions. Such commentary can be communicated in written form and/or orally in conferences.
- Writing instruction should focus on writing techniques specific to the discipline and clarification of requirements and methods of preparation for assignments. The instructor is to evaluate written discourse for content, techniques specific to the discipline, and conventions (organization, grammar, usage, mechanics, formatting, and style).
- Each class should have a maximum of 20 students per instructor.
- At least 33% (one third) of the student's grade in the course must be based upon the above described written discourse.
- General Education courses should be considered for WI based on their inherent appropriateness for developing the students' competency in written expression within the discipline.

Instructors teaching WI courses are required to attend WI training each year. Additionally, all WI courses are assessed each semester, requiring instructors to collect and submit a significant writing assignment from randomly selected students in each WI course. In addition to the student writing assignments, instructors are required to submit the corresponding writing assignment and rubric.

### **ACRES Writing Intensive Application**

The ACRES form requires a department-approved syllabus reflecting WI outcomes, a rationale for including the course as WI, sample writing assignments and rubrics for the course, information regarding instructor feedback and student revision, and information pertaining to student writing support.

If you believe your course fits WI guidelines, the next step is to submit an application through ACRES. You can contact a representative from the Writing Curriculum Committee with questions or assistance with the application.