

Broome Community College

“W” (Writing Emphasis) Course Proposal

Contact your division’s WINC representative before you begin planning your “W” course.

- Liberal Arts and Business and Public Svices: Diane O’Heron (X5480) oheron_d@sunybroome.edu or Ellen Brand (x5480) brand_e@sunybroome.edu
- Technology: Bill Hollister (x5390) Hollister_b@sunybroome.edu
- Health Sciences: Cathy Schuldt (x5258) schuldt_c@sunybroome.edu or Colleen Donahue (x5258) donahue_c@sunybroome.edu

Submitted by _____

Date ____/____/____

Course number and title

Department

Semester when course is expected to run as “W”

Required course _____ Elective _____

Will all sections of this course become writing-emphasis, including those taught by other instructors? _____

For what student population is this course intended? _____

How will this course meet the “W” Course Guidelines? Please indicate types of assignments, number of pages, an explanation of how these assignments will stimulate critical thinking about course concepts, evaluation criteria and revision policies. In short, what writing activities do you plan to use in your course, and how do you expect them to enhance learning and communication skills? Include sample assignments if you wish. (Attach extra sheets as necessary.)

Approved by the WINC (**W**riting **I**nitiatives **N**etwork **C**ommittee)

Date: _____

* * * * *

BCC “W” Course Guidelines

“W” Course Guidelines help students use writing as a learning tool, to engage in critical inquiry, and to demonstrate learning, understanding, and analysis within a discipline. Students should use a writing process (which may include planning, drafting, revising) which considers comments from various readers; focus on a purpose for writing recognized as legitimate within a specific discipline; address an audience of members of the discipline and use appropriate conventions of writing in that discipline (such as tone, organization, documentation). Students in a “W” course should have the opportunity to receive guidance and feedback on their writing. “W” courses should provide clear and consistent criteria for evaluation of writing. Students should produce approximately 2,000 – 2,500 words of formal writing (the equivalent of 8-10 pages, double-spaced) that has been revised substantially. In this context, formal writing means writing which is intended to communicate with an audience and which meets expectations of minimum proficiency. As you develop your “W” course, address the following questions:

Do you provide:

- A list of writing activities you plan to use in your course to help students:
 - ✓ learn course material more actively and effectively?
 - ✓ write for their discipline/profession?

- An explanation of how these writing activities in particular will help the students to think critically about course concepts and to enhance their learning and communication skills?
- An explanation of how and why you will encourage students to use a writing process, including activities such as brain-storming, freewriting, mapping, outlining and producing multiple drafts of the writing assignment?
- A list of the types of opportunities students will be given to receive feedback on assignments?
- A range of opportunities for multiple readers, so students come to see that you are not the only reader for whom they write or their only source for writing assistance? Consider the following options:
 - ✓ in class peer review/ mini workshops?
 - ✓ visits to the Writing Center?
 - ✓ consultations with other faculty or employers?
- An explanation of how you evaluate and grade writing assignments?