**Bucknell Writing Program**

**Template for W2 Proposal**

**USE THIS TEMPLATE TO PREPARE RESPONSES TO QUESTIONS IN ADVANCE OF ENTERING THE ONLINE W PROPOSAL SYSTEM.**

Name:

Email:

Department:

Course Number (e.g., FOUN 098):

Course Name:

Term:

Course Type (W1 or W2)

Is your course cross-listed?

Is your course team-taught?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

This proposal will be reviewed by the Writing Across the Curriculum Council to verify that the proposed course meets the criteria for W1/W2 courses. These criteria were adopted by the faculty in May 1983 and revised and re-approved by the faculty in April 2006. A link to the most recent version of the Writing Program legislation is provided here.

Please contact the Writing Program (7-3141; writingprogram@bucknell.edu) if any questions arise as you complete your proposal.

Before proceeding with your proposal, please check the boxes below to acknowledge your commitment to the following expectations of all instructors teaching a W1 or W2 course:

1. I/we agree to assign at least one writing project in this course in which revision of drafts in response to instructor and/or peer feedback is a mandatory part of the assignment. □

(2) Assessment plays a vital role in building, maintaining, and funding an effective writing program for Bucknell students. As such, I/we agree to participate in writing program assessment activities (indirect and/or direct assessment) for this course when asked to do so by the Writing Across the Curriculum Council. □

**1.** Criterion #1 calls for reinforcing the development of writing skills by frequent instruction. Which methods will you use? Please check all applicable responses:

**Building Students' Knowledge About Writing:**

□ Classroom Workshops (analysis of model papers, lectures on writing issues, etc.)

□ Classroom Discussion of Writing Strategies

□ Assigned Readings on Writing Strategies

□ Other (please specify below)

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Giving Feedback on Students' Writing:**

□ Instructor's Oral Responses to Student Papers

□ Peer Response (in or out of class)

□ Instructor's Written Responses to Student Papers

□ Individual or Group Conferences

□ Other (please specify below)

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

How much class time will be devoted to writing instruction?

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2.** Criterion #4 calls for frequent and substantial writing, either in multiple assignments or in one large assignment. Please describe, in some detail, each of the writing projects you plan to assign in the course (e.g., project type, anticipated length, topic, timeline, components/milestones, etc.).

**3.** Criterion #2 calls for teaching writing as a process that consists of planning, composing, revising, and editing. These stages are iterative and, to some degree, non-linear, such that students may work on some aspects of their assignments across all of these stages. That said, recognizing discrete stages is important. Please explain how you will address each stage of the writing process, in the context of the assignments described in response to Question 2.

***Planning:*** How, specifically, will you teach your students to plan their writing projects? Example lessons include teaching students how to understand and approach the writing task; examining models; sharing invention and /or research strategies; and introducing brainstorming and planning tools, such as free writing, reflexive writing (i.e., writing about the writing task), idea mapping, and outlining.

***Composing:*** How specifically, will you teach your students to compose their writing projects? Example lessons include instructing students to get their ideas on paper without worrying right away about "local concerns," such as punctuation and word choice; encouraging writers to experiment with different drafting techniques, such as speaking their ideas aloud into a recording device or writing long-hand; and working on effective paragraph construction.

***Revising:*** All W1 and W2 courses must have at least one writing assignment in which revision of drafts in response to instructor and/or peer feedback is a mandatory part of the assignment. How, specifically, will you incorporate feedback and revision into the writing projects described above? Also, what revision techniques will you introduce to your students to help them revise these projects? Example lessons include teaching students the difference between "global" and "local" concerns and explaining that revising should focus on the former; teaching the use of reverse-outlining; and lessons on effective peer-review practices.

***Editing:*** How, specifically, will you teach your students to edit their writing projects? Example lessons include teaching students the appropriate time to begin addressing "local" concerns; instructing students in proofreading strategies, such as reading aloud; and helping students learn to use discipline-appropriate style guides, such as the *APA Publication Manual*, to correct their citations and format their papers.

**4.** Criterion #3 calls for teaching writing strategies and related research methods appropriate to your discipline. How will you reinforce the strategies for writing expected in your field?

**5.** Criterion #5 calls for the use of writing-to-learn activities, i.e., writing that requires students to put course information into their own words to explore, internalize, and synthesize the subject matter, enabling the acquisition and retention of information and ideas. Writing-to-learn exercises ideally are low-risk assignments (e.g., ungraded or graded for completeness) and are not expected to be polished expository pieces. Examples include free writing, journals, abstracts, question formulations, short answers to prepared questions, lab notes, field notes, blogs, in-class writings, and non-graded drafts of writing projects (e.g., papers, reports, essays, and term projects). ***This type of writing should occur in addition to polished, graded work.***

Please describe the writing-to-learn activities that will you employ in your course.

**6.** Criterion #6: The Writing Across the Curriculum Council expects that you will develop explicit syllabus language addressing student use of AI in your course. The WAC Council encourages you to include AI language policy with each writing assignment in class. Below, please briefly discuss how you will approach AI in the context of [WAC Program's overall mission](https://www.bucknell.edu/sites/default/files/academic-centers-institutes/the-writing-center/writing_program_legislation.pdf). \*

7.Please upload any relevant supporting documents, such as the course syllabus and/or example assignments.