St. Catherine University’s Requirements for Writing Intensive (WI) Courses

November 2017

To be considered Writing Intensive (WI), courses must:

- Meet specific WI criteria specified below
- Undergo a proposal review process*
- Be approved by the Writing Committee
- Be designated as WI by the Registrar

WI (Writing Intensive) Criteria

Please apply the following criteria to both the proposal and to instruction of WI courses:

1. In both the course description and in the course syllabus, write a statement conveying the importance of discipline-based writing.

2. Include in the syllabus a variety of writing assignments, formal and informal, short and long, throughout the course, appropriate to the discipline. Avoid assigning only one large final paper.

3. Include in the syllabus a brief explanation of each writing assignment, including purpose and audience for each assignment.

4. Include in the syllabus a requirement of at least a total of 10-15 pages of graded, formal writing. In addition, specify in the syllabus a required number of pages per assignment. To be considered a WI course, the writing assignments should be at least 30% of the total course grade.

5. Include in the syllabus, an evident, intentional writing process, building the various steps into at least one major writing assignment, six to ten pages long (e.g., a concept or research paper, a literary analysis, a literature review, a math survey, a science report, etc.). Refer to #8 and #9.
6. For courses requiring a research assignment, include in the syllabus an evident, intentional research process, building various steps (topic refinement, search strategies, critical evaluation, annotated bibliography, etc.) into at least one major writing assignment, 10 to 15 pages long.

7. Include in the syllabus required drafts and revisions (graded or ungraded) of at least one major writing assignment. In the syllabus, indicate due dates for these drafts and revisions.

8. Indicate in the syllabus when the instructor’s written feedback will be offered on a working draft and on a completed, polished draft for at least one major writing assignment. Peer review may be included, but it does not take the place of the instructor’s feedback.

9. For The Reflection Woman (TRW) instructors, include in the syllabus the required use of the current WI writing text, Writer’s Help 2.0. In the syllabus, assign specific sections appropriate for addressing the writing process of at least one major writing assignment. This online writing text is also useful for discussing writing matters, such as sentence structure and punctuation, among other technical writing matters. This online writing text is recommended for other WI courses.

Students enrolled in the College for Women acquired Writer’s Help 2.0 for their first WI course, TRW. The Writing Committee expects TRW instructors to use the Writer’s Help 2.0 as a common text in their WI class; therefore, it should be included among the required course texts and mentioned in the syllabus.

For other WI instructors, you may elect to use whatever writing text/resource you deem appropriate and useful for your courses. Therefore, include in the syllabus a recommended or required writing text, such Writer’s Help 2.0 or an outside source, like Purdue OWL.

10. In the syllabus, state the requirement for using the discipline’s documentation style (e.g., APA, MLA, or Chicago, etc.). The specific documentation styles are included in the current WI online writing text, Writer’s Help 2.0.

11. Include in the syllabus the course/departmental policy regarding academic integrity.

12. Include in the syllabus the grading criteria for evaluating the writing assignments.
13. For courses requiring a research assignment, include in the syllabus the following information regarding research assistance available through the St. Kate's Library:

*Need help with the research process? Librarians can help you with a variety of questions including, but not limited to:*
  - Refining your topic and writing research questions
  - Finding information (books, articles, websites, etc)
  - Learning how to use databases effectively and efficiently
  - Evaluating sources
  - Citing sources

*Access help in a variety of ways (in-person, email, chat, phone, text). Drop-in hours and more information can be found here:*
  http://library.stkate.edu/about/askus

*Looking for a librarian who specializes in research in your major or program of study? Find your personal librarian here:*
  http://library.stkate.edu/about/subject-librarians

*Remember: Don't struggle; ask a librarian!*

14. Add to the WI course syllabus the following information regarding writing assistance available through the O'Neill Center for Academic Development:

The Writing/Reading Center offers free one-on-one assistance with your paper. Trained peer tutors are available during drop-in hours throughout the semester, and they can help you in any stage of the writing process, from brainstorming to writing the final draft. Workshops, handouts, and resources on a variety of topics, such as MLA and APA style, thesis construction, and grammar/punctuation rules are also available for you.

The Writing/Reading Center is located in the O'Neill Center for Academic Development in the lower level of the CdC. Drop-in hours and more information can be found at: http://minerva.stkate.edu/offices/academic/oneill.nsf or by calling the O'Neill Center at 651-690-6563.

15. Before offering a WI course, new WI instructors are required to attend a faculty development workshop regarding instructing WI courses.
*The Writing Committee proposal review process takes **two-four (2-4) weeks**. Please take this timeline into consideration to ensure sufficient time for course planning and delivery. We advise faculty to undergo the proposal review process *at least* one semester prior to offering the course (e.g., spring review for fall offering). The Writing Committee recommends planning a year ahead for a new WI course.