

12-7-1995

Report of the CAC Subcommittee on Student Writing: Recommendations A-D

University of Rhode Island Faculty Senate

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UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island
FACULTY SENATE
BILL
Adopted by the Faculty Senate

TO: President Robert L. Carothers

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled Report of the CAC Subcommittee on Student Writing: Recommendations A-D, is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on December 7, 1995.
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 28, 1995, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

December 8, 1995
(date)

James G. Kowalski
James G. Kowalski
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved .
- b. Approved subject to final approval by Board of Governors _____.
- c. Disapproved _____.

12-12-95
(date)

Robert L. Carothers
President

UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE

On December 7, 1995, the Faculty Senate approved recommendations A-D of the CAC Subcommittee on Student Writing:

- A. That the Faculty Senate endorse the definition and guidelines for WI courses presented in this report. The Subcommittee on Student Writing shall promote knowledge of the definition and guidelines to the campus community.

"Writing intensive" courses should have the following characteristics:

- the opportunity for a lot of writing in different formats with feedback and guidance from the instructor;
- writing assignments that include drafting and revising of papers;
- writing assignments that clearly define paper features and that receive precise teacher responses, both positive and negative;
- clear, consistent practices in the grading of writing;
- writing assignments constitute a significant portion of the overall grade.

If possible such courses should include:

- peer reviewing and other forms of collaborative learning;
- extensive student to student interaction as well as student-teacher interaction;
- opportunities for collaborative writing;
- both informal and formal writing assignments;

If possible upper level courses should include:

- a variety of professional writing assignments, such as patient charts or client reports, case studies; laboratory reports; reviews of research; critical essays; longer term papers; project proposals.

--a sustained attention to writing, perhaps of one longer assignment, that gives students time to fully explore a topic and to learn a wide range of relevant material and rhetoric, that encourages depth in the exploration and expression of ideas, that calls for extensive revision, and that is clearly addressed to an appropriate audience and context.

- B. When appropriate, a "WI" label shall be appended to a course description to indicate that writing is a significant feature of the activities, learning processes, and assessment of student performance in the course. Lists of courses (or sections of courses) containing WI labels should appear in such publications as the pre-registration and registration booklets, in a yearly publication from the Faculty Institute on Writing, and in the University Bulletin.

C. The Subcommittee on Student Writing shall be responsible for guiding the WI labeling and approval process, by engaging in the following activities:

- encouraging the development of WI courses across the curriculum, 100 through 400 levels;
- encouraging faculty to seek a WI label for appropriate courses;
- developing and disseminating materials for WI course approval, including sample course descriptions, the Faculty Senate-approved definition of WI courses, and an appropriate questionnaire or course-approval form to expedite the awarding of a WI label;
- actively participating in the review of WI course proposals;
- guiding the Director of the Faculty Institute on Writing in a variety of activities to support the success of WI courses, including maintaining contact with instructors, sharing successful writing assignments from all WI classes, making suggestions about responding to student writing and about designing writing assignments, and so on.

D. The following procedure shall govern the approval of WI courses:

- Faculty members shall initiate the approval process. They should be encouraged to redesign their existing courses or to develop new courses within the Faculty Senate-approved definition of WI courses, and they should be encouraged to complete the appropriate WI course-proposal materials and to submit these materials to their departments and colleges for approval.
- College-approved proposals shall be sent to the Subcommittee on Student Writing, which will make recommendations to the Curricular Affairs Committee of the Faculty Senate.
- Curricular Affairs Committee action should constitute the last step in the approval process as follows: if the approval pertains to a new WI course, that information will be published to the faculty (as is "x" course approval) and if there is no objection within 14 days of that publication, the label will be appended to the course description for two semesters' offering sometime during the two years subsequent to approval; if the approval pertains to a WI course that has been taught for two semesters, then the approval is final and the label may be permanently applicable to that course at the request of the faculty member (in accordance with department procedures and scheduling).
- In those instances when the WI label is not recommended, the Subcommittee on Student Writing should make every effort to work with the faculty member to bring the course features in line with the accepted WI design so that a label may be granted.



UNIVERSITY OF RHODE ISLAND
KINGSTON, RHODE ISLAND



FACULTY SENATE



MEMORANDUM

TO: Members of the Curricular Affairs Committee

FROM: Sheila Black Grubman

DATE: October 28, 1996

SUBJECT: Additional Temporary Course

I received a proposal for one more temporary course today. Please add LAR 350X (or PLS 350X) to the Agenda for our November 4 meeting.

LAR 350X (or PLS 350X) should be item V. A. 2. a. 4).

Enclosure.

