M | LSA GAYLE MORRIS SWEETLAND CENTER FOR WRITING UNIVERSITY OF MICHIGAN

First-Year Writing Requirement Course Syllabus Planning Sheet

The purpose of this planning sheet is to aid faculty and GSIs preparing syllabi for First-Year Writing Requirement (FYWR) courses (and administrators approving these syllabi) to insure a common experience for students across the university taking these courses through the inclusion of course features that support the FYWR guidelines approved by the College of LS&A and overseen by the Sweetland Center for Writing.

✓	**Successful First-Year Writing Requirement courses incorporate the following features, which should be clearly indicated in course syllabi. They will:**
	Address the shared learning goals common to all FYWR courses. ▪ The course description should make it clear that this is a FYWR course and writing instruction is its primary focus. ▪ The syllabus should speak directly to the FYWR course goals in some way. (See http://www.lsa.umich.edu/sweetland/writingrequirements/firstyearwritingrequirement for FYWR course guidelines and learning goals.)
	Assign a substantial amount of polished writing. ▪ Course assignments should add up to 20-25 pages (or the new media equivalent) of polished prose over the course of the semester. "Polished prose" is print or multimodal text that has been thoroughly revised and edited.
	Connect the writing placement process to classroom instruction. ▪ Students' Directed Self-Placement (DSP) essays should be incorporated into coursework in some way, which is indicated on the syllabus. (See http://www.lsa.umich.edu/sweetland/forinstructors/dspinstructorresources for suggested approaches.)
	Provide sequenced opportunities to write in a variety of genres. ▪ These genres should include, but need not be limited to, evidence-based argument. ▪ These writing assignments should build on each other throughout the term. ▪ Instructors are encouraged to include new media assignments in FYWR courses. ▪ Writing assignment prompts should be included in the syllabus itself.
	Require multiple drafts for at least 50% of writing assignments. ▪ Revision should be required and explicitly built into the structure of the course. ▪ The revision process should include structured opportunities for feedback (see below). ▪ The syllabus should indicate the types of feedback students can expect on their writing and when they will receive it.

Provide at least three structured opportunities for students to receive feedback on their writing-in-progress. These opportunities could include:
- Peer review or workshopping sessions.
- Written or recorded feedback from the instructor or GSI.
- Individual student conferences with the instructor or GSI.

Ask students to reflect on their own writing and its connections with the genres in which they write. Such reflection could include:
- Written or verbal reflection at various stages in the drafting and revising process.
- Written or verbal reflection as part of peer review or workshopping.
- Written or verbal reflection on assigned and in-class readings.

Communicate course expectations regarding participation.
- The criteria for participation and how it will be evaluated should be made clear to students.
- Participation should count for no more than 20% of the course grade, and preferably less.

Familiarize students with resources available to support their writing at the University of Michigan. These resources include:
- The Sweetland Center for Writing's workshop and peer tutoring services. (See http://www.lsa.umich.edu/sweetland/ for information.)
- Sweetland's web-based writing resources for students.
- Any department-specific writing resources.
- Relevant library services, including research and technology support.