

UPPER-LEVEL WRITING REQUIREMENT COURSE PLANNING SHEET

This planning sheet will be used in the review of ULWR Course Proposals. Its purpose is to help faculty developing or revising ULWR courses write successful proposals that fulfill the College of Literature, Science, and the Art’s expectations for courses meeting the Upper-Level Writing Requirement. Included below are some links from the [Teaching Resources](#) page on our Sweetland website, which can assist you in fulfilling the various aspects of a successful ULWR course. Additional resources appear on the [Teaching Resources](#) web page, including some that specifically address working with multilingual students.

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| ✓ | As indicated in the ULWR proposal materials, successful ULWR courses will do the following: |
| | <p>Assign a substantial amount of polished writing over the course of the term.</p> <ul style="list-style-type: none"> ▪ While the appropriate amount of writing will vary from discipline to discipline, a helpful target is between 25 and 40 pages (7500-12,000 words), or the equivalent in digital media projects. ▪ Polished writing can take a variety of forms typical of academic and professional writing in particular fields, including projects that incorporate collaboration, digital media, or other relevant genres. (See also materials on collaboration and blogging from our Teaching resources page.) |
| | <p>Sequence major writing assignments throughout the semester to facilitate the development of ideas and concepts. These sequenced assignments could include:</p> <ul style="list-style-type: none"> ▪ A series of smaller activities (in and out of class) that lead up to the drafting process for a major writing assignment. ▪ Multiple drafts and structured opportunities for feedback (see below). <p>(See also Effective Assignment Sequencing for Scaffolding Learning from our Teaching Resources page.)</p> |
| | <p>Require multiple drafts for at least 50% of writing assignments.</p> <ul style="list-style-type: none"> ▪ Revision should be required and explicitly built into the structure of the course. ▪ The revision process should include structured opportunities for feedback (see below). <p>(See also The Revision Project - Students Talk About Revision from our Teaching Resources page.)</p> |
| | <p>Provide at least three structured opportunities for students to receive feedback on their writing-in-progress. These opportunities could include:</p> <ul style="list-style-type: none"> ▪ Peer review or workshoping sessions. (See also Using Peer Review to Improve Student Writing from our teaching resources page.) ▪ Written or recorded feedback from the instructor or GSI. (See also Giving Feedback on Student Writing from our Teaching Resources page.) ▪ Individual student conferences with the instructor or GSI. ▪ Establish and communicate clear standards and principles for assessing writing. |
| | <p>Clearly connect assigned readings to writing assignments. These connections could include:</p> <ul style="list-style-type: none"> ▪ Informal writing assignments that help students process or respond to the readings. (See also Integrating Low-Stakes Writing Into Large Classes from our teaching resources page.) ▪ Readings that are explicitly presented as models of specific aspects of disciplinary writing. (See also Motivating Students to Read and Write in All Disciplines from our teaching resources page.) ▪ Readings that students address or integrate into polished, formal writing assignments that they develop through multiple drafts. |
| | <p>Specify when and how writing-related instruction will take place during lecture and/or discussion sections.</p> |