

# ORIGINAL

The UAF Faculty Senate passed the following at its Meeting #109 on May 6, 2002:

## MOTION:

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The UAF Faculty Senate moves to adopt the recommendation of the Core Review Committee requiring a syllabus statement for Writing Intensive "W" courses.

EFFECTIVE: Fall semester 2002.

RATIONALE: With the high turnover of faculty, there appears to be some confusion about what constitutes a "W" course. The inclusion of this type of statement will guide the faculty in formulating the course, and inform students not only that this is a "W" course, but the requirements of such a course.

  
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President, UAF Faculty Senate      Date 05/07/02

APPROVAL:   
\_\_\_\_\_  
Chancellor's Office

DATE: 5/31/02

DISAPPROVED: \_\_\_\_\_  
Chancellor's Office

DATE: \_\_\_\_\_

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RECEIVED

MAY 07 2002

Office of the Chancellor

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## **Syllabus Statement Regarding the Writing-Intensive (W) Requirement**

This statement, or a statement similar to it, **MUST** to appear in the syllabus of each "W" course. Courses failing to provide this information jeopardize their continuing status as "W" courses.

Below is an example paragraph that teachers could include on their syllabi when instructing Writing-Intensive (W) courses. The paragraph includes the key elements of the Writing-Intensive requirement.

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus (e.g., English 313W). The designation applies to upper-division courses and means that a majority of the graded work in the course will be derived from writing activities. Here are the general guidelines for the writing expected in this course:

- \* Students will complete an ungraded writing sample on or near the first day of class to help the teacher assess writing ability and general competence.
- \* Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process so that they can apply feedback and become more effective writers. If students complete a major research project, the teacher will supervise the students' writing in stages.
- \* Students will meet individually with the teacher at least once during the term to discuss their writing.