**California State University, Long Beach**

**Application Form for the Initial Approval of Writing Intensive (WI) Courses**

**by the Graduation Writing Assessment Requirement (GWAR) Committee**

Please complete all pages and fields*.*

1. **Course Information**
2. Existing WI course: 🞎 Yes 🞎 No
3. New WI course submission: 🞎 Yes 🞎 No
4. Course number:
5. Title:
6. Units (must be 3):
7. Maximum enrollment number (must not be larger than 35):
8. Is course cross-listed? 🞎 Yes 🞎 No

 If yes, list other course:

# Course level (must be upper division): 🞎 Lower Division 🞎 Upper Division

1. Responsible faculty name(s):
2. Responsible faculty email(s):
3. Date prepared/revised:

Please note: although WI courses are no longer GE Capstone courses, the GE Guidelines originally created for WI courses remain in place.

# Catalog Description

Please list full catalog description, including all prerequisites (if any).

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#  WI Justification

 Please include a justification of how the proposed course meets the criteria of a Writing Intensive course,

 by explaining how it meets the GWAR Learning Outcomes AND the requirements of the 2012 GE

 Policy, as outlined below.

GWAR Learning Outcomes: At CSULB our highly valued degrees include evidence of the ability to write effectively. At all levels and in all disciplines, CSULB is committed to developing students’ academic, professional, and public writing skills as demonstrated by the following learning outcomes:

* Employ a process which includes invention, drafting, and revision;
* Use conventions appropriate for particular audiences;
* Express and synthesize their own and others’ ideas;
* Demonstrate comprehension of texts by developing accurate summaries, reasoned analyses, and responses;
* Evaluate and incorporate source materials as appropriate to a given task; and
* Apply the conventions of standard written English.

2012 GE Policy for WI Courses:

* The course is 3 units;
* The course has no more than 35 enrolled students;
* The course includes a substantial writing component, that is, at least a total of 5,000 words in the various assignments throughout the semester, including rewrites;
* Writing assignments in the course are a substantial factor in evaluating student performance, that is, at least a total of two-thirds of the final grade is based on the student’s writing;
* There is early (usually week three of the semester) feedback on student writing and further feedback throughout the term; and
* The course includes opportunities for rewrites/revision where appropriate to the assignment.

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# Measurable Student Learning Outcomes

# Please provide the Student Learning Outcomes (SLOs) for the course in this section. Please bold the SLOs related to [GWAR Learning Outcomes](https://www.csulb.edu/sites/default/files/u69781/12-12_gwar_policy.pdf) (see Section 1.2).

# ALL SLOs for the course should be measurable. Please refer to [Bloom's Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) for a list of appropriate action verbs.

# Please DO NOT include measurable benchmarks, instructional strategies, or evaluation instruments.

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1. **Course Assessment**

For *each* assignment with a writing component, please include in the table below: the title of the assignment; a short description of the assignment; the GWAR Learning Outcomes assessed by the assignment; the approximate number of words required; and the percentage of the final grade covered by the assignment. Assignments and their weight must comply with current university policy on assignments.

Please note: all six GWAR Learning Outcomes must be covered over the course of the semester.

GWAR Learning Outcomes:

1. Employ a process which includes invention, drafting, and revision;
2. Use conventions appropriate for particular audiences;
3. Express and synthesize their own and others’ ideas;
4. Demonstrate comprehension of texts by developing accurate summaries, reasoned analyses, and responses;
5. Evaluate and incorporate source materials as appropriate to a given task; and
6. Apply the conventions of standard written English.

Please add or remove rows in the table as needed.

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| --- | --- | --- | --- | --- |
| Title of Assignment | Short Description of Assignment | GWAR Learning Outcome(s) Covered (e.g., 1, 3) | Approximate Word Count | % of Final Grade |
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|  |  |  | \*Total: | \*Total: |

 \*Total word count must be at least 5,000 and total % of final grade must be at least 67%.

 \*Exams and quizzes, if feedback and revision involved, can be included in this table. However, exams and quizzes that do not involve feedback and revision of writing should not be counted toward the 5,000-word goal.

1. **Outline of Writing Processes by Week**

 Please include a suggested week-by-week course schedule, indicating where the class will be given

 opportunities for invention, drafting, revision, and receiving feedback.

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| Week # | Title of Assignment | Student opportunities for invention (I), drafting (D), and revision (R)(Please indicate I, D, and/or R.) | Instructor feedback (F) |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| **First instructor feedback must be provided to students by the end of Week 3.** |
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#  Required Signatures

 By signing below, you verify that you, as well as the members of the curriculum committees at

 large, have reviewed and recommended this proposal, and attest to the appropriateness of the

 requested action.

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| Chair, Curriculum Committee, Department of Date: PRINT NAME: SIGN NAME:  |

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| Chair, Department of Date: PRINT NAME: SIGN NAME:  |

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| Chair, Curriculum Committee, College of Date: PRINT NAME: SIGN NAME:  |

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| (Assoc.) Dean, College of Date: PRINT NAME: SIGN NAME:  |

Chair, GWAR Committee Date:

PRINT NAME: SIGN NAME: