

## WRITING-INTENSIVE COURSE ASSESSMENT

The WAC Office's intention is not to assess and monitor every aspect of how the Writing-Intensive (WI) course is taught, but to explore how writing is being used to meet the WI requirements and the instructor's goals for the course. This phase is portfolio-based and conducted by the WAC Staff in close consultation with the instructor. The following assessment is based solely on the instructor and student portfolios.

**Course** \_\_\_\_\_ **Instructor** \_\_\_\_\_

**Semester** \_\_\_\_\_ **Reviewer** \_\_\_\_\_

Portfolios Submitted: Instructor  Student

1. This is the first semester that this course is being taught as a Writing-Intensive course.

Yes  No  Not Clear

Comments:

2. The enrollment of this course has been maintained at the required 20:1 student-to-faculty ratio.

Yes  No  Not Clear

Comments:

### Syllabus

3. This syllabus includes the approved Writing-Intensive course description: **“This is a writing-intensive course which fulfills LIU Brooklyn's writing-intensive requirement. For graduation, all students are required to take nine credits of writing-intensive courses. These courses include English 16, Core Seminare, and a WI course in the major.”**

Yes  No

Comments:

4. This syllabus clearly indicates when all writing assignments are due.

Yes  No

Comments:

5. This syllabus clearly indicates a revision process, including number of drafts and due dates.

Yes  No

Comments:

6. This syllabus clearly indicates that students are given sufficient time between drafts to revise.

Yes  No

Comments:

7. This syllabus clearly indicates the types of writing assignments—formal and informal—being used in the course.

Yes  No

Comments:

8. This syllabus clearly indicates the number of pages required for each writing assignment. (The WAC Program suggests that the instructor also include formatting guidelines for all written assignments.)

Yes  No

Comments:

### Assignments

9. This course includes at least one **formal writing assignment** which asks students to think critically about a problem or confront an issue in their discipline.

Yes  No  Not Clear

Comments:

10. Detailed guidelines for the **formal writing assignment** have been provided, either separately or as part of the syllabus.

Yes  No  Not Clear

Comments:

11. The **formal writing assignment** requires that students produce 6-10 pages of text.

Yes  No

Comments:

12. The **formal writing assignment** incorporates a drafting/revision process.

Yes  No  Not Clear

If yes, the revision process involves the following:

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> Planning     | <input type="checkbox"/> Collaboration           |
| <input type="checkbox"/> Free-writing | <input type="checkbox"/> Peer review             |
| <input type="checkbox"/> Outlining    | <input type="checkbox"/> Lab experiments/reports |
| <input type="checkbox"/> Proposals    | <input type="checkbox"/> Field observations      |
| <input type="checkbox"/> Abstracts    | <input type="checkbox"/> Other:                  |

13. This course includes at least one assignment requiring the use of source material and appropriate documentation (MLA, APA, CBE, etc.). The source material may be researched by the students independently or developed out of course material. (This requirement can be included in the 6-10 page formal paper or it can be assigned separately.)

Yes  No  Not Clear

Comments:

14. This course includes **informal writing assignments** totaling 10-14 pages.

Yes  No  Not Clear

Comments:

15. These **informal writing assignments** may or may not be revised and include the following:

- |   |  |
|---|--|
| <input type="checkbox"/> Journals             | <input type="checkbox"/> Reviews of Literature       |
| <input type="checkbox"/> Reflective Essays    | <input type="checkbox"/> Abstracts                   |
| <input type="checkbox"/> Response Papers      | <input type="checkbox"/> Proposals                   |
| <input type="checkbox"/> Research Assignments | <input type="checkbox"/> Written Reports/Lab Reports |
| <input type="checkbox"/> In-class Essays      | <input type="checkbox"/> Critical Analyses           |
| <input type="checkbox"/> Summaries            | <input type="checkbox"/> Meta-texts                  |

- Self-evaluations
- Instructions/Procedures
- Other:

Comments:

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### Grading & Assessment of Student Writing

16. Students have received feedback on drafts from the professor and/or from other students (peer review).

Yes  No  Not Clear

Comments:

17. Examinations in this Writing-Intensive course include essay questions instead of or in addition to multiple-choice questions whenever possible.

Yes  No  Not Applicable

Comments:

18. The instructor has provided a rubric for assessing student writing.

Yes  No  Not Clear/Not Submitted

If yes, the assessment of student writing is determined by the following:

- Assessment of ideas
- Argumentation
- Style
- Originality of expression
- Critical thinking
- Grammar
- Correctness
- Other:

Comments:

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Overall Comments: