To: WAC Committee

Date: Sept 11, 2019

Re: Minutes Sept 11, 2019 WAC Committee meeting

1. Present: Changhee Lee (ASB), Thomas Kitchen (CRW), Todd Barnes (CRWT), Rebecca Leung (CA), Km Lorber (SSHS), Ed Shannon (HGS/Chair)
2. The committee discussed updates complete at the end of spring 2019:
   1. In June, HGS Updated its WI policy (posted to web page/ below)
   2. In June, SSHS Updated its WI policy (posted to web page/ below)
   3. With Todd Barnes, ARC and WAC updated WAC language for its manual. During this process, Todd Barnes requested changes to the language for CRWT 102. (posted to web page/ below)
3. Decision:
   1. Approved posting updated WAC language for our web page.
   2. Review/approve submitted courses (all HGS):
      1. AMER 306CULTURES OF THE AMERICAN LEFT: approved pending minor changes:
         1. Change terminology: the writing center prefers "consultant" to "tutor."
         2. The syllabus does not list CRTW 102 as a prerequisite. That is a requirement for WI in the schools.
         3. It is not clear from the syllabus how the revisions and drafting will affect grades. A line explaining need to be added.
      2. HIST 302 Public History:
         1. Change terminology: the writing center prefers "consultant" to "tutor."
         2. It is not clear from the syllabus how the revisions and drafting will affect grades. A line explaining need to be added.
      3. HIST 305: Discovering Digital History
         1. Approved
      4. PHIL 400 Independent Study: approved pending minor changes:
         1. Change terminology: the writing center prefers "consultant" to "tutor."
         2. The syllabus lists CRTW 102 as a **co- or** pre-requisite. **It must be a  prerequisite.**
4. The new Data Science program (Amanda Beecher) wrote the chair asking for guidance on creating a WI before the faculty are in place. Beecher suggested using Computer Science guidelines.
   1. The members approved that broad stategy.
   2. The members also suggested TAS consider adopting one school wide standard for WI rather than one for each convening group. The thinking is that would be a labor saver for TAS. This is a recommendation and not a requirement. Perhaps the TAS member could bring this up to the Unit Council.
5. We anticipate more fall 2019 submissions and encouraged members to get the submission in sooner rather than alter.
   1. At that time, we will consider trying to reinstate the CRWT 102 *Critical Reading and Writing II*/ AIID 201 *Studies in the Arts & Humanities* writing competition.

*Writing Intensive* Policy for The School of Humanities and Global Studies

(**approved by HGS Unit Council April 24, 2019)**

**Rationale**

Writing Intensive (WI) courses in The School of Humanities and Global Studies (HGS) reflect the values and curricular needs of the disciplines housed within the school.Our *Writing Intensive* courses encourage students to hone their mastery of the mechanics of writing, including syntax, grammar, punctuation, and spelling. As writers themselves, HGS faculty know the skills of successful writers include but stretch well beyond such matters as structure, tone, and mechanics.

*Writing Intensive* courses in The School of Humanities and Global Studies also reflect the best practices of the disciplines the school represents. Specifically, HGS faculty practice the conventions of their disciplines and share that knowledge with their students. More broadly, HGS values writing for inquiry, learning, thinking, and communicating. As scholars and educators, we understand the connections between critical thinking, critical reading, and writing. We view writing as an open process. The best writers rethink and revise their work; in this manner, effective writers integrate their own ideas with those of others.

Successful writers know it takes multiple drafts to create and complete sophisticated texts and are therefore able to critique not only others’ writing, but their own as well. The best writing in our fields is realized through the process of prewriting, writing, and revision. More than anything else, *Writing Intensive* courses in The School of Humanities and Global Studies emphasize this writing process.

**Requirements of *Writing Intensive* courses in *The School of Humanities and Global Studies***:

1. 100/200 level: *Writing Intensive* courses shall have a minimum page count of 15 pages.
2. 300/400 level: *Writing Intensive* courses shall have a minimum page count of 20 pages.
3. At all levels, page count shall be spread over at least three writing assignments.
4. At all levels, students will have opportunities for revision in response to instructor feedback.
5. At all levels, students will be introduced to documentation forms appropriate to the discipline delivering the WI course.

Writing Intensive Courses in SSHS

Proposed Guidelines and Policy (JUNE 2019)

Based on the SSHS Writing Survey, completed by 37 faculty members in Spring ‘19, the following guidelines and policies are proposed for Writing Intensive courses in SSHS:

*Guidelines*

Writing intensive courses shall include the following:

* Students will use writing for inquiry, learning, thinking, and communicating.
* Students will understand writing as an open process that permits writers to re-think and revise their work.
* Students will integrate their own ideas with those of others.
* Students will understand the interactions between critical thinking, critical reading, and writing.
* Students will become aware that it takes multiple drafts to create and complete a successful text.
* Students will learn to critique their own and others' written work.
* Students will hone their mastery of the mechanics of writing, including syntax, grammar, punctuation, and spelling.
* Students will become aware of writing structures, including thesis statements, paragraph development, and section headings.

*Policies*

* Students in a Writing Intensive course will complete *at least* 10 pages of written work.
* A Writing Intensive course will include at least two writing assignments (can be different parts of a larger project or paper).
* Students in a Writing Intensive course will receive feedback on written work during the semester and will have the opportunity to edit, revise, and resubmit some or all written work, as determined by the professor. The revision policy—including revision schedule and grading policy for multiple drafts—will be included in the syllabus.

**ARC manual language (Aug 2019 revision)**

**III. Writing Across the Curriculum (WAC) Program**

The Writing Across the Curriculum (WAC) program was revised for Fall 2011[[1]](#footnote-1) and has two tiers: (1) WAC in the General Education and (2) WAC in the Schools. WAC in the General Education consists of two Writing Intensive (WI) courses: (1) Critical Reading and Writing II[[2]](#footnote-2) and (2) Studies in the Arts and Humanities. The requirements for WAC in the Schools varies between Schools but should seek vertical design (i.e., incorporated at e.g. 100, 200/300, and 400 levels), and could consist of three courses in the Major / School Core, or could be built upon a document-based design. Each school or convening group (working with the WAC committee) will develop its own guidelines for WI courses.

The Center for Reading and Writing, located in Room 211 Linden Hall, x7557, [crw@ramapo.edu](mailto:crw@ramapo.edu). The professional staff offices are in Linden 204 A & B and Linden 210 A & B.

**WAC in the General Education**

WAC in Gen Ed is comprised of two courses: *Critical Reading & Writing* II and *Studies in the Arts and Humanities*. Each of these courses has distinct goals and learning outcomes for student writing, but they are designed to overlap and reinforce one another. The overarching writing guidelines for these three courses are:

1. The course will emphasize the process of writing, including prewriting and revision.
2. Faculty will provide students with multiple writing assignments.
3. As a course requirement, students in *Critical Reading and Writing II* will revise selected writing in multiple draft forms after receiving feedback from the instructor.
4. Students in *Studies in the Arts and Humanities* will have the opportunity to revise selected writing in multiple draft forms after receiving feedback from the instructor.
5. Students will be expected to write at least 10 pages over the course of the semester.

For more detail on the specific requirements for these three courses, please contact the coordinators of the courses as well as the WAC Program Description on the ARC website.

**WAC in the Schools**

Each school or convening group will develop its own guidelines regarding Writing Intensive (WI) courses. These guidelines are approved by the faculty of the respective schools or convening groups as well as the WAC committee. The school representatives to WAC are charged with steering this process and facilitating the WAC committee’s review process and recommendations.

Each major or program in the schools will determine the writing objectives and learning outcomes for their major and designate at least three courses covering multiple course levels. Schools can utilize school core courses for these designations where appropriate. In addition to a coherent design of multi-level courses, the WAC committee recommends that courses included in the WAC in the Schools program follow these guidelines:

1. The course will emphasize the process of writing, including prewriting and revision.
2. Faculty will provide students with multiple writing assignments.
3. Students will be encouraged to revise their writing in multiple draft forms after receiving feedback from the instructor.

**The following is suggested wording to be included in WI course syllabi:**

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing consultant in The Center for Reading and Writing, located in Room  211 Linden Hall, x7557, [crw@ramapo.edu](mailto:crw@ramapo.edu). The professional staff offices are in Linden 204 A & B and Linden 210 A & B.

See the course schedule of assignments for when drafts and revisions are due.

*[Include these dates in the course schedule.]*

The grading policy for drafts and revisions is as follows:

*[Describe whether drafts will be graded, and how those grades will be factored into the grade for the assignment or weighted for the course.]*

For additional information, contact:

Ed Shannon

Chair, WAC Committee

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*Please also include an overview of the writing assignments in this course if not provided elsewhere in the syllabus.*

1. See WAC Program Description on the ARC Website ('Supporting Documents' page) [↑](#footnote-ref-1)
2. previously College English (ENGL 180) [↑](#footnote-ref-2)