

Writing Intensive Course Procedures

- 1) Instructors who wish to teach a writing intensive course must have their syllabus approved by the Dean or their representative (e. g., Associate or Assistant Dean; Chair of the Undergraduate Program Committee). Instructors may propose to teach one of the schools' three designated writing intensive writing courses (342Q: Contemporary Policing; 343Q: White-collar Crime 344Q: Crime in Different Cultures) or may propose to teach a writing intensive version of a regular class. The chair of the course scheduling committee will send the call for courses to faculty, PTL3s, and potential graduate student instructors at least one-month prior to submission deadlines.
- 2) Syllabi must conform to the expectations outlined here <https://sasn.rutgers.edu/writing-program>
- 3) Writing Intensive courses must require successful completion of English 102 (prerequisite); include substantial writing, multiple writing assignments, revision of work, and critical feedback from the instructor.
 - a. A Writing Intensive course should integrate writing throughout the course in meaningful and sustained ways, including many short writing assignments. The requirement of "multiple assignments" is central to the philosophy of writing-to-learn, in which writing assignments give students experience in writing as well as opportunities to develop understanding and increase learning of course material through writing. A number of writing assignments are sequenced to assist students in improving their writing.
 - b. The requirement for "revision of work" is meant to ensure that students engage in a process of writing that calls upon them to reflect upon and critically reconsider their writing. There is broad consensus among researchers and teachers of writing that the most effective writing instruction finds ways of incorporating critical reflection and revision during the incremental stages of students' writing. Therefore, opportunities for revision should be provided during the writing process, particularly on drafts and longer projects.
 - c. The requirement for "critical feedback" is related both to the objective of improving students' writing process and to the objective of using writing as a tool for learning the course material. To support students' writing development, instructors provide guidance and critical feedback during the stages of the writing process and on completed assignments.