# Intermediate COLLEGE Writing Course Review Form(formerly APproved Writing) 4-20

Please attach/ submit additional documents as needed to fully complete each section of the form. See [Writing Course Resources](http://www.umt.edu/writing-course-resources/default.php)

## I. Course Information

Department: Course Number:
Course Title:

Type of Request: [ ] New [ ] One-time Only [ ] Renew [ ] Change [ ] Remove
Rationale:

## II. Endorsement / Approvals

\* Instructor: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

 Phone / Email:
Program Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
Dean: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_
\*Form must be completed by the instructor who will be teaching the course. If there are multiple sections or instructors, the form must be completed by the lead instructor or the department chair. It would be helpful for first-time faculty assigned to teach writing courses to be informed of the requirements..

## III. Overview of the course purpose / description

Provide an introduction to the subject matter and course content:

## IV. Learning Outcomes and ASSESSMENT (see [FAQs](http://www.umt.edu/facultysenate/committees/writing_committee/FAQs.php))

Provide examples of how the course will support students in achieving each learning outcome.

* Use writing to learn and synthesize new concepts.
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.

* Formulate and express written opinions and ideas that are developed, logical, and organized.
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.

* Compose written documents that are appropriate for a given audience, purpose and context.
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.

* Revise written work based on constructive comments from the instructor.
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.
* Find, evaluate, and use information effectively and ethically.
( [description of information literacy outcomes appropriate for each class level](http://www.lib.umt.edu/library-information-literacy-curriculum/))
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.
* Begin to use discipline-specific writing conventions.
[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible
* Demonstrate appropriate English language usage.

[ ]  Yes If yes, how will student learning be supported?

[ ]  No If no, course may not be eligible.

## V. Writing Course Requirements (see [FAQs](http://www.umt.edu/facultysenate/committees/writing_committee/FAQs.php))

* Enrollment is capped at 25 students. [ ]  Yes [ ]  No
If no, list maximum course enrollment.
Explain how outcomes will be adequately met for this number of students.

Justify the request for variance.
* Which written assignments will include revision in response to instructor’s feedback?

## VI. Writing Assignments

Please describe course assignments. Students should be required to individually compose at least 16 total pages of writing for assessment. At least ten (10) of these 16 pages should be new, previously unsubmitted content rather than revised work. Clear expression, quality, and accuracy of content are an integral part of the grade on any writing assignment. At least 50% of the course grade should be based on students’ performance on writing assignments.

* Formal Graded Assignments
* Informal Ungraded Assignments
* **Attach** a sample writing assignment. Include instructions / handouts provided to students.

## VII. UPWA Participation

[ ]  I will participate in the University-wide Program-level Writing Assessment by requiring students in this course to upload a sample paper to the UPWA database system. Please clearly communicate the requirement to your students and include language on your syllabus (sample below).

* This course requires an electronic submission of an assignment stripped of your personal information to be used for educational research and assessment of the writing program.  Your paper will be stored in a database.  A random selection of student papers will be assessed by a group of faculty using a [rubric](http://www.umt.edu/facultysenate/committees/writing_committee/UPWA_HolisticRubric2-14_bullet.docx) developed from the following writing learning outcomes.
* Compose written documents that are appropriate for a given audience or purpose
* Formulate and express opinions and ideas in writing
* Use writing to learn and synthesize new concepts
* Revise written work based on constructive feedback
* Find, evaluate, and use information effectively
* Begin to use discipline-specific writing conventions (largely style conventions like APA or MLA)
* Demonstrate appropriate English language usage

The rubric score points are: (4) advanced, (3) proficient, (2) nearing proficiency, and (1) novices. This assessment in no way affects either your grade or your progression at the university.

## VIII. WRITING ASSESSMENT REPORT (ITEMS A-C)

If this information is not yet available, Items VIII. B- D must be submitted after the course is next taught (re-submit the entire form with these sections completed) by the curriculum deadline.

### A. Assessment PlaN

Describe how you will determine that students have met the learning outcomes. This should include specific examples of assignments, or rubrics that directly measure learning outcomes. Please attach or provide a web link to relevant assessment materials. Remember the [rubric](http://www.umt.edu/facultysenate/committees/writing_committee/UPWA_HolisticRubric2-14_bullet.docx) may be used or modified to suit your course.)

### b. Achievement Targets

Describe the desirable level of performance for your students, and the percentage of students you expect to achieve this:

### c. Assessment Findings

**What were the findings, and what are your interpretation / observations of the results?** (Please reflect on the students’ learning of the writing learning outcomes. Was there an assignment that was particularly challenging for students or that was associated with a high-level of learning? How might you change the assignment to better support student learning? Indicate where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

## IV. Syllabus

**Attach** syllabus and send digital copy with form to faculty.senate@mso.umt.edu.
The syllabus **must** include the list of Writing Course learning outcomes above.
Submission