INTERMEDIATE COLLEGE WRITING COURSE REVIEW FORM
(FORMERLY APPROVED WRITING) 4-16

Please attach/submit additional documents as needed to fully complete each section of the form. See Writing Course Resources

I. COURSE INFORMATION

Department: Economics  Course Number: ECNS 433
Course Title: Economics of the Environment

Type of Request: ☐ New  ☐ One-time Only  ☐ Renew  ☐ Change  ☑ Remove

Rationale:

II. ENDORSEMENT / APPROVALS

* Instructor:
  Signature
  Date 9/19/17

* Program Chair:
  Signature
  Date 9/19/17

* Dean: Jenny McNulty
  Signature
  Date 9/22/17

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:
We are requesting to remove this course as an intermediate writing course. Since this is a 400-level course, it is not appropriate as an intermediate writing course. Since the department has a required advanced writing course for all majors, we do not wish to make this course an advanced writing course. Rather we would like to use ECNS 433 as an elective without a writing designation. This will allow us to expand the course size beyond the cap of 25 students.

IV. LEARNING OUTCOMES (SEE FAQs)

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)
  Subject librarians are available to assist you embed information literacy into your course
  ☐ 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)

• 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. ASSESSMENT

☐ I will participate in the University-wide Program-level Writing Assessment by requiring students in this course to upload a sample paper to the designated Moodle location. 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 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. 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