

**General Education Program
Request for Writing or Speaking Intensive Marker**

Use this form to request ONLY either the WI or SI marker. Use the General Education Category and Marker Request Form to request a category designation or Global (GL) or Global Non-Western (GN) marker. For advice about developing a successful General Education Program course request, consult the General Education Council's webpage (<http://genedcouncil.uncg.edu>).

Submit the entire completed form as a Word file or PDF to the General Education Council (GEC) at gened@uncg.edu. **NOTE: All signature sheets must be signed by the appropriate persons and submitted together with all other documents.** The WI and SI Committees consider requests for category and marker designations that accompany new or amended course proposals. Check the General Education Council webpage for meeting dates and submission deadlines.

To be approved for the Writing-Intensive (WI) or Speaking-Intensive (SI) General Education marker designations, courses must*:

1. Clearly address the specific Student Learning Outcomes for the General Education marker requested.

(*Approved by the UNCG Faculty Senate December, 2013)

Basic Course Information

1. Course Prefix, Number, and Title: _____
2. Department: _____ Telephone: _____
3. Name & e-mail address of the person initiating this request: _____
4. Semester for which the category and/or marker is first being sought: _____
5. Marker credit is being sought for:
 the course as approved when taught by: (Instructor name) _____
 all times the course is offered according to the guidelines submitted by these Instructors or others: _____

6. Indicate below each format by which this course will be offered:

Traditional classroom

Online

Hybrid (combo of online and classroom)

Large lecture combined with small group sections

Other: _____

IF YOU ARE SEEKING A WRITING INTENSIVE (WI) MARKER

Please include the following in your proposal:

1. **Syllabus:** Attach a syllabus. The syllabus should reflect the means for developing writing competencies

(class discussions or individual conferences with students), the grading distribution for writing assignments (beyond regular class participation grades), and student learning outcomes pertaining to writing.

2. **Explanations:** Attach explanations of how the course addresses WI Guidelines A-G below.

A. Indicate the range of writing assignments you will use (i.e., their types and approximate number and length). Intensive refers to the integration of writing into the course rather than to the sheer amount of writing involved. Students may become familiar with the material of the course through a *variety* of writing assignments throughout the semester, which should include both formal (graded) and informal (ungraded) work.

B. Explain the ways in which those assignments will both help students improve their writing and promote learning of class material. A writing-intensive course has a special responsibility for improving students' ability to write in the context of learning about a particular discipline. It treats writing as a means of learning as well as a skill to be learned. A writing-intensive course makes substantial and continuous use of writing as a way of engaging students with important questions and problems of a particular subject.

C. Indicate how this course will include at least one substantive assignment in which all students submit at least one draft for comments from the instructor and then revise the draft to take account of those comments. One important aim of a writing-intensive course is to show students how to use drafts of a paper to shape its form and content, incorporating comments and ideas from readers. Providing students an "opportunity" to revise papers, or in which papers "may be resubmitted" for a higher grade, does not meet the guided revision requirement.

D. Describe ways in which you will provide coaching and instruction for students. In particular, teachers will comment on the students' control over the subject matter and disciplinary conventions, as well as on clarity, organization, correctness, and effectiveness of expression.

Note: Information on how you will be providing coaching and instruction on writing skills *must* appear on your syllabus. Instructors are encouraged to devote some class time to writing instruction and they are strongly urged to consider conferencing with individual students to review feedback on the writing assignments.

E. Explain how the assessment of quality and improvement in students' writing will be included in the final grade. Because the ability to write progresses over time, grades for writing assignments should reflect an assessment of both quality and improvement in students' writing.

F. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed for a WI course.

G. If WI credit is sought all times the course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

IF YOU ARE SEEKING A SPEAKING INTENSIVE (SI) MARKER

Please include the following in your proposal:

1. **Syllabus:** Attach a syllabus. The syllabus should also reflect instruction time for developing oral competency prior to speaking opportunities, the grading distribution for oral assignments (beyond regular class participation grades), and oral communication learning outcomes.
2. **Explanations:** Attach an explanation of how the course satisfies each of the SI Guidelines A-I below. If the course is being proposed for multiple delivery formats every format must be addressed for each question.

A. What types of public, interpersonal, and/or group communication assignments and activities will you

use? Describe in detail each assignment and activity (e.g., individual presentation, small group project, small group presentation, counseling interview, debate) you will use. Intensive refers to the integration of speaking into the course rather than to the sheer amount of speeches involved. Students may become familiar with the material of the course through a variety of speaking assignments throughout the semester, which should include both formal (graded) and informal (ungraded) work. Description must be provided for each delivery format from the list below which applies to this proposal

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

B. How will these assignments and activities help students improve their oral communication competency? A speaking-intensive course has a special responsibility for improving students' ability to communicate orally in the context of learning about a particular discipline. It treats speaking as a means of learning as well as competencies to be learned.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

C. How will these assignments and activities promote learning of class material? A speaking-intensive course makes substantial and continuous use of speaking as a way of engaging students with important questions and problems of a particular subject.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

D. How will you provide public, interpersonal and/or group communication instruction? In particular, SI faculty members will need to provide instruction for each oral communication competency that students are expected to display during the semester.

Note: Information on how and when you will be providing instruction on speaking competencies *must* appear on your syllabus. SI faculty members need to devote some class time to speaking instruction and they are strongly urged to consider conferencing with individual students to review feedback on speaking assignments.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

E. How will you provide constructive feedback, and opportunities for improvement? In particular, SI faculty will comment on the students' control over the subject matter and disciplinary conventions, as well as on clarity, organization, correctness, and effectiveness of expression.

Note: Information on how and when you will be providing speaking opportunities *must* appear on your syllabus. SI faculty members need to devote some class time to speaking opportunities and they are strongly urged to

consider conferencing with individual students to review feedback on speaking assignments.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

F. How will you assess oral communication competency? Explain how the assessment of quality and improvement in students' speaking will be included in the final grade. Because the ability to speak progresses over time, grades for speaking assignments should reflect an assessment of both quality and improvement in students' speaking. What are the assessment methods you will use and how will they impact the final grade? Please include a rubric or other device that you will use to assess oral communication competency for each major assignment or activity.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

G. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed in a Speaking Intensive course.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

H. If SI credit is sought all times the course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

1. Traditional classroom
2. Online
3. Hybrid (combo of online and classroom)
4. Large lecture combined with small group sections
5. Other:

I. Syllabus must include the following SLO as typed. *Students will be able to speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.*

**SIGNATURE SHEET FOR GENERAL EDUCATION WRITING INTENSIVE AND SPEAKING
INTENSIVE MARKER REQUESTS**

Please have the following signature sheet signed, scanned, and emailed to the General Education Council at gened@uncg.edu. **Please ensure that the signature sheet is submitted together with the full General Education marker request.**

1. _____
Course Number *Contact Person* *email address*

2. _____
Date *Department Head* *email address*

3. _____
Date Approved *Chair, Unit Curriculum Committee*

WI and SI Committee Use Only

4. Does student work in the course adequately engage the WI or SI Marker Student Learning Outcomes and does the course meet general expectations for the category or marker? Yes No

Comments:

5. _____ Approved _____ Denied (If denied, please explain denial on separate page) _____ <i>Chair, WI/SI Committee</i> Date _____
