

**Communication Across the Curriculum Form:
Request for Writing or Speaking Intensive Marker Credit**

Basic Course Information

1. Course Number and Title: _____
2. Department: _____ Phone: _____
3. Name and email of person initiating request: _____

NOTE: This form is used for Writing Intensive and Speaking Intensive marker requests only. For all other requests for General Education categories designations or markers use the GEC Request for General Education Core or Marker Credit form. **If this is a New or Amended course being submitted to the UCC, please do not submit this form until UCC approval is granted.**

Writing Intensive Marker Request

WI credit is 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: _____

Materials to be attached:

1. ***Syllabus:*** Attach a syllabus following the standard format in the *Curriculum Guide*. 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 how the course addresses WI Guidelines A-G below.
3. ***Signature sheet:*** Found at the end of this form

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.

Note: The two SLOs shown on the WI Guidelines website *must* appear on your syllabus.

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.

Speaking Intensive Marker Request

SI credit is 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:_____

Materials to be attached:

1. **Syllabus:** Attach a syllabus following the standard format in the *Curriculum Guide*. 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. **Explanation:** Attach an explanation (limit 250 words) of how the course satisfies the SI marker Guidelines A-G below.
3. **Signature sheet:** Found at the end of this form

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.

B. How will these assignments and activities both help students improve their oral communication competency and promote learning of class material?

C. How will you provide public, interpersonal and/or group communication instruction?
Please be specific.

D. How will you provide constructive feedback, and opportunities for improvement?
Please be specific. .

E. How will you assess oral communication competency? What are the methods you will use and how will they impact upon 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. See the CAC website for examples.

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 in a Speaking Intensive course.

G. 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.

Signature Sheet for WI and SI Requests

Please have the following signature sheet signed, and *email all documents* to the Communication Across the Curriculum Assistant at hjhorton@uncg.edu, copied to the Communication Across the Curriculum Director (Roy Schwartzman) at doc_roy@uncg.edu

1.

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Course Number	Contact Person	Telephone	Email

2.

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Date	Department Head

3.

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Date Approved	Chair, Unit Curriculum Committee