

Writing Intensive in Discovery Form

Course Title: _____ Dept/Program: _____ College/School: _____

Course Number _____ Credit Hours _____ Semester to be implemented: _____

Faculty Name: _____ E-mail _____

Currently Writing Intensive: ____ Yes ____ No

Writing

As the cornerstone of any higher education, academic and disciplinary literacy is the concern of the entire faculty and the whole university curriculum. Understanding that literacy is a long-term development process, the university is committed to the following goals for student writing and learning:

- a) Students should use writing as an intellectual process to learn material, to discover, construct, and order meaning;
- b) Students should learn to write effectively in various academic and disciplinary genres for professional and lay audiences;
- c) Students should learn to display competence with the generic features and conventions of academic language.

1. Requirements

Students must complete four "Writing Intensive" courses, including English 401 (Freshman Composition), and three additional "writing intensive" courses, one of which must be in the student's major, and one of which must be at the 600-level or above. Courses designated as "Writing Intensive" must meet the following guidelines:

- a) Students in the course should do substantial writing which enhances learning and demonstrates knowledge of the subject or discipline. Writing should be an integral part of the course and should account for a significant part (approximately 50% or more) of the final grade;
- b) Writing should be assigned in such a manner as to require students to write regularly throughout the course. Major assignments should integrate the process of writing (prewriting, drafting, revision, editing). Students should be able to receive constructive feedback of some kind (peer response, workshop, Writing Center, professor, T.A., etc.) during the drafting/revision process to help improve their writing;
- c) The course should include both formal (graded) and informal (heuristic) writing. There should be papers written outside of class which are handed in for formal evaluation as well as informal assignments designed to promote learning, such as invention activities, in-class essays, reaction papers, journals, reading summaries, laboratory reports, or other appropriate exercises.

For more complete description of the requirements, please see:

<https://www.unh.edu/writing/writing-intensive-course-guidelines>

2. Please attach 1-2 paragraphs explaining how each of the above requirements are met.