PROPOSAL FOR W COURSE RECERTIFICATION

If you have any questions about filling out this form, consult the Chair of the W & C Course Advisory Committee (Dr. Valerie Balester, 458-1420 or v-balester@tamu.edu), the Checklist of W Course Requirements, and the Rubric for Evaluating W Course Proposals.

Send electronic copies of representative syllabi that have been used for this course. You do not have to send syllabi for every section or instructor, but those you send should provide an accurate view of how the course is being taught.

Name of Faculty Proposing Course: Deborah Dunsford

<table>
<thead>
<tr>
<th>PLEASE PLACE REQUESTED INFORMATION IN WHITE TEXT AREAS. BOXES WILL RESIZE AS NECESSARY.</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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<td><strong>Phone</strong></td>
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<td><strong>Email Address</strong></td>
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<td><strong>Campus Mail Stop</strong></td>
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<td><strong>College</strong></td>
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<td><strong>Department</strong></td>
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<tr>
<td><strong>Course Prefix/Number</strong></td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td><strong>Number of Sections per Academic Year</strong></td>
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<td><strong>Enrollment per Section (Avg.)</strong></td>
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<td><strong>Number of Credits</strong></td>
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<tr>
<td><strong>Is the course appropriate for majors in your department?</strong></td>
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<tr>
<td><strong>List any courses this course is cross-listed with. Cross-listed courses should be demonstrably relevant to the major using it for a W course. Status forms should be submitted for each cross-listed course.</strong></td>
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<tr>
<td><strong>Have there been any significant changes to the course?</strong></td>
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<tr>
<td><strong>If there have been changes to the course, summarize the changes in the textbox below. Of particular interest are changes in amount of writing, amount of writing instruction, amount and type of feedback, and percentage of grade based on demonstrated writing skill.</strong></td>
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<thead>
<tr>
<th>[Table will resize as necessary.]</th>
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<tbody>
<tr>
<td><strong>Have there been any significant changes in the staffing of the course? Have any assistants been added or removed? Explain.</strong></td>
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<tr>
<td><strong>No</strong></td>
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<td><strong>If applicable, have there been any significant changes in the way you monitor the work of</strong></td>
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<td><strong>No</strong></td>
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assistants (graduate or undergraduate)?

No

Is the graded writing evaluated by any assistants (i.e., GATs or undergraduates)? If so, who will evaluate it? Include all assistants, and indicate if they are graduates or undergraduates. You do not need to use specific names; rather, you can specify “7 undergraduates not taking the course,” or “3 Graduate Assistants.”

We have one faculty member and one graduate assistant per section taught.

Could students pass this course without earning a passing grade for the writing component? Failure to earn a passing grade on the writing requirements precludes the assignment of W credit, irrespective of the student’s making a passing grade for the entire course on a straight calculation basis. Students cannot receive W credit for this course without earning a passing grade on the writing component, no matter how the points are distributed.

No

List all graded writing assignments along with the approximate word count of each assignment and the percentage of the final grade each represents. (Note that for most 12-point fonts there are about 250 words on a page if double-spaced and 500 if single-spaced.)

<table>
<thead>
<tr>
<th>In-class writing assignments (10)</th>
<th>100 words each, 20 percent total</th>
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<tbody>
<tr>
<td>a single-source feature,</td>
<td>200 words, 10 percent</td>
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<tr>
<td>a multisource feature,</td>
<td>300 words, 10 percent</td>
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<tr>
<td>a speech story, a critical review,</td>
<td>250 words, 10 percent</td>
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<tr>
<td>a newspaper column</td>
<td>200 words, 10 percent</td>
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<tr>
<td>“your choice,” which can be a feature or column or sports story, etc.</td>
<td>200 words, 10 percent</td>
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</table>

[Indicate which of the above assignments are collaborative, if any. Explain how collaboration is monitored to ensure equal participation. Table will resize as necessary.]

No collaborative assignments.

Total about 2150 words

80 percent

Describe the formative feedback provided on student writing, especially on major assignments. Do NOT include commenting on finished, graded work unless there are at least 5 assignments of the same typed spaced throughout the semester. Appropriate forms of feedback may include peer review or in-class draft workshops, written or oral instructor comments on written drafts, Calibrated Peer Review, or other methods. Formative feedback should focus on helping students improve their drafts.
| Students received written feedback on all assignments. Criteria include audience appropriateness, AP style, grammar, punctuation, usage, clarity, news value. |

| Describe how you provide writing instruction. For example, do you assign readings related to writing in your field? Do you use lecture, modeling, discussion, in-class writing, or other methods to help your students learn to write in your discipline? For more information about possible teaching methods, see the Pedagogy section of the UWC web site at [http://writingcenter.tamu.edu/for-faculty/teaching-writing/](http://writingcenter.tamu.edu/for-faculty/teaching-writing/). |

| Students look at high-quality published works, work from in-lab prompts with feedback during the writing process from the instructor and teaching assistants. Students use basic news format and style including inverted pyramid and feature writing styles. |

| If you have any further comments you think the committee should consider about your course, include them here: |

| Please note that the only change in the course is the number. |

Submit this form electronically to Dr. Valerie Balester, W & C Course Advisory Committee ([v-balester@tamu.edu](mailto:v-balester@tamu.edu)), along with a copy of representative syllabi. A Status Form also needs to be routed for signatures and submitted through campus mail to the University Writing Center at mail stop 5000.