The Writing Intensive Program recognizes that writing is more important than ever, not only to students’ academic endeavors but to the post-university work for which they are preparing. Writing intensive courses provide students with writing opportunities and instruction beyond the First-year Composition experience and throughout a student’s academic career in all disciplines. The program trains discipline-specific graduate students to serve as “writing coaches” to support Writing Intensive Program courses.

“I really like having a graduate teaching assistant who is trained to teach writing. . . .The GTAs have both strategies and tactics to build capacity and confidence.”
— WIP Professor, October 2015

“In the field and in the classroom, teaching geology is about helping the students envision a model of an earth process or structure for themselves and then break that model down and ask why and how it works. When students write, it gives them a chance to reflect those processes, question their mental models, and build an experience with the system they’re investigating. Since so many of our earth systems tie together, writing helps students build connections and understand feedback and relationships between processes within those systems.”

“I felt more confident in my writing.”
— WIP Student, Spring 2015

“A WIP TA reflects on writing in the sciences

“As the professor, I had student led discussions, and this program helps students in such discussions and help them understand feedback and relationships between processes within their own discipline.”

“At the end of the course, I will be able to explain the role of writing in scientific research. I am very happy with the entire course!”

“Students who agree percent of

Semester (F - Fall, S - Spring)

My writing improved. I learned more. I actively engaged in class.