

THE WRITING INTENSIVE PROGRAM

2016-2017

AT A GLANCE

Writing-intensive courses provide students with writing opportunities and instruction beyond First-year Composition. The program trains discipline-specific graduate students to serve as “writing coaches” to support WIP courses.

During the 2016–2017 Academic Year, the Writing Intensive Program

offered **254** classes

supported **47** faculty members

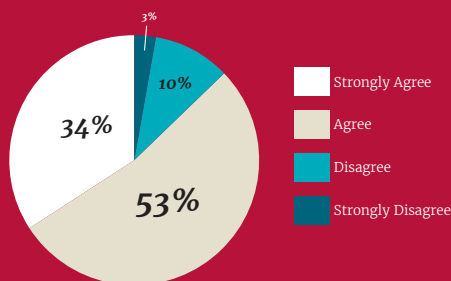
worked across **19** departments

provided **25+** hours of workshops for TAs



“The extremely well-trained TAs are the heart and soul of the program.”

– Michael Roden, Geology



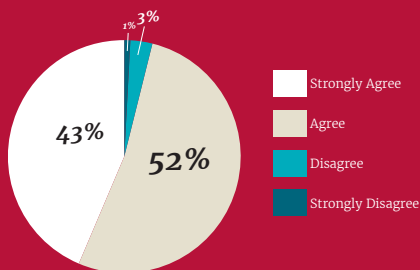
87% of Fall 2016 Students in the WIP program said that the course

writing assignments **enhanced how well** they **learned their course's subject matter:**

“Writing forced me to synthesize lecture material and tie in outside material.”

“The topics in this course are not black and white, thus are better learned and identified through reading and writing.”

94% of Spring 2017 WIP students felt that their course's writing assignments **prepared them for future experiences, assignments, and work.**



“It showed me that my normal level of analysis was not sufficient; it was always surface level.”

WIP Courses have covered a **broad range** of material, such as:

Organismal Biology Multi-variable Calculus

Nineteenth-Century Photography

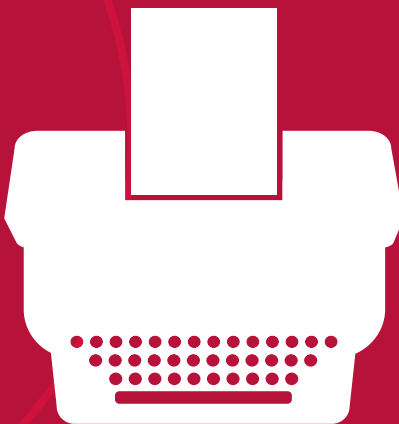
Music of the Eastern Hemisphere

In fall 2016, the WIP launched the **Public Writing Initiative**

The PWI has brought **local** and **nationally acclaimed professionals** to 7 WIP classrooms.

Students from a **range of fields** learned about **real-world applications of writing skills in the workplace.**

23 student essays have been published in the journal of the Writing Intensive Program, ***The Classic...***



...on topics ranging from **Marine Biology** to **Linguistics** to **Music History**

TESTIMONIALS

From UGA Professors

“The Writing Intensive Program is a **perfect fit with math education.**”

– *Sybilla Beckmann, Math Education*

“Students find it **empowering to develop their voices and feel the persuasiveness and impact of their words.** In turn, I find their success in this enormously rewarding, in that **they have acquired skills that can be applied both within and beyond the discipline of Art History.**”

– *Isabelle Loring Wallace, Art*

“Through writing, we **make ideas our own** and show **new connections between ideas.**”

– *Vera Lee-Schoenfield, Linguistics*

“**Statistics without writing is useless.**”

– *Nicole Lazar, Statistics*

From UGA Students

“The written project allowed me to **form a closer relationship with my peers.** The project was also satisfying because **we were able to see our ideas and thoughts develop into a cohesive research article.**”

“Criticism of my writing **taught me a lot** about **different aspects of writing that I was never taught about.**”

“I had to read the assigned readings **with a critical eye.**”

“Writing helped me **actively learn** about each unit.”

“I was scared this class would be extremely difficult because of all the writing, but it actually wasn’t bad and **made me learn to enjoy what we learned about and pay attention to details I wouldn’t have before.**”