

The Franklin College Writing Intensive Program

WIP TA Field Report 1

Please provide a snapshot of how writing-intensive principles work in the course(s) you support.
Comment informally, providing your observations in the space below. Use this to think in writing about
how your course interprets WIP values.

WIP TA: _____ Course: _____

Number and kinds of writing activities and assignments in course:

Percentage of course grade based on writing activities and assignments:

Have reasons for writing and benefits of attention to writing in the course been made clear to students
so far in discussions, on the syllabus, or on the course web site: Y N Comment if you like:

From what you can see, will students be taught how to do the writing assignments, including relevant
research methods, questions, disciplinary perspectives, values, formats, and styles of argument (all part
of a field's "ways of knowing"): Y N Comment if you like:

How would you describe students' response to the writing intensive character of the course so far:
Positive Negative Mixed Your description:

Does the course use writing-to-learn activities:

How is the writing process being applied to the activities and assignments:

Have students been told (or will they be told) how their writing will be responded to and why it will be responded to as in will be in the course: Y N Comments:

Are students clear on how their writing will be graded and who will be grading it: Y N

How have you been introduced to students:

Have your role and responsibilities in the course been explained to students (and also satisfactorily to you): Y N Any issues:

Will conferences be required in the course: Y N

Briefly tell how conferences will work, and raise any questions you have:

Will you attend the class: Y N Do you and your faculty member agree on this:

As you see it, what will be your main contact points/teaching opportunities with students:

Have you and your faculty member planned for the logistics and turnaround time needed to get work back to students as soon as possible (within one week): Y N

List anything you find problematic or potentially problematic about supporting your course:

Related to your own academic work and goals, what are some high points, projects, or events – from conferences to comprehensive exams -- you anticipate this semester:

Document originally composed by Parker Middleton

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