WIP and the W-Suffix

Goal: For all WIP courses to have a W-suffix version of the course available to use in CAPA.
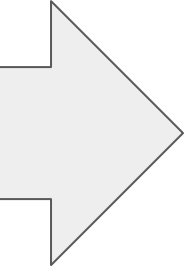
Why the W-suffix and why now?

Over the past year, UGA has been engaged in USG's High-Impact Practices (HIPs) Implementation initiative, and one of the primary HIPs UGA is focusing on is writing-intensive courses. I am the writing-intensive liaison on UGA's Implementation Team.

To better track writing-intensive course offerings and student engagement with writing-intensive courses, WIP is asking that courses supported by WIP add and ultimately use a W-suffix version of the course if at all possible.

That said, I recognize that there are some situations for which a W-suffix version might not be a good option or feasible. If you have questions or concerns, please don't hesitate to reach out.

Starting Point

Which situation applies to you and your WIP course?

If your course already has a W suffix, terrific! You do not need to do anything further at this time.

If your department has a W-suffix version of the course available but not currently applied to the course, please look into activating it for next year.

If your course does not have a W-suffix, continue on. . .

Preliminary Considerations

You have two options for establishing a W version of your course:

1. Creating a new course with the W suffix
2. Modifying an existing course to add the W suffix to it

Preferred Method: Creating a new W-suffix version of the course retains more possible course delivery options in the system for the department. So that's what we'll focus on here. Information about modifying an existing course will be available at the <u>end</u> of this slide deck.

When creating a new version, you can retain most of the general course information—even copying and pasting from the original course's CAPA information—and then make a few modifications to show how the course enacts a writing-intensive pedagogy.

General Timeline

Summer–Early Fall 2022	Create a W-suffix version of your WIP course in CAPA.
Fall 2022	Your course proposal works its way through your department's course review process.*
January 2023	Course proposals are reviewed at the school/college level.
February 2023	Course proposals are reviewed by the University Curriculum Committee.
Fall 2023	Your W-suffix course should be available for fall 2023 pre-registration.

*Note: Once you submit your new W-suffix course proposal, the Registrar's Office will let me know, so I can review it.

From now through Fall 2022—

submit your course proposal in CAPA so it can make its way through your department's course review process in time for the January deadline.

Deadlines for Submitting Course Applications

Courses Effective Fall 2022

Meeting these deadlines does not guarantee the course will be available for fall semester pre-registration. The course approval process is a faculty governance process; therefore, a course may be delayed at any stage in the process due to faculty concerns.

January 24, 2022– Deadline for departments to submit courses to school/college

February 14, 2022– Deadline for schools/colleges to submit courses to the Graduate School or the University Curriculum Committee

February 21, 2022– Deadline for the Graduate School to submit courses to the University Curriculum Committee

Beginning in Fall 2019, the Bulletin will be in effect for the entire academic year. Adopting a yearly Bulletin will reduce confusion concerning requirements and expectations for students, advisors, faculty, and staff, as well as bring the University of Georgia in line with USG, peer, and aspirational institutions. Because of this change to a yearly Bulletin, all new course and course change applications that are approved in the CAPA System will have an effective date of the fall semester following UCC approval.

Where we are now. . .

Summer–early Fall 2022	Create a W-suffix version of your WIP course in CAPA.
Fall 2022	Your course proposal works its way through your department's course review process.*
January 2023	Course proposals are reviewed at the school/college level.
February 2023	Course proposals are reviewed by the University Curriculum Committee.
Fall 2023	Your W-suffix course should be available for fall semester pre-registration.

The process of submitting a new W–suffix course proposal should take approximately 30 minutes.

Process for creating a new W version of your course:

1. First, open up the existing course in [CAPA Browse](). This way you can copy and paste information directly into the new course proposal.

2. Log into to the [CAPA system]() and select "Begin a New Course Proposal" to create a new course.

3. Enter the course prefix and number.

4. In the next field check the radio button for Writing Intensive Course (W Suffix).

5. In the "Non-traditional Format" field enter the language that appears on the [W-Suffix Language Slide]() describing a writing-intensive course.

6. In the "Course Objectives" field, indicate the learning objectives related to and/or involving writing. See examples [here]()

7. In the "Topical Outline" field, indicate what kinds of writing assignments will be assigned and how they will be distributed throughout the course of the semester. See examples [here]().

UNIT

English ▾

ROLE

Department Course Initiator ▾

TASK

Begin a New Course Proposal ▾

ENTER NEW COURSE PROPOSAL INFORMATION

OWNING COURSE PREFIX:

ENGL – English ▾

NUMBER: e.g., 2000, 4000/6000

3700

CROSS-LISTED PREFIX: e.g., (MATH)(STAT)

SELECT ONE: (see examples below)

○ No Suffix: CSCI 2000
○ Non-Credit Lab: CSCI 2000-2000L
○ Credit Lab: CSCI 2000L
○ Non-Credit Discussion Group: CSCI 2000-2000D
○ Online Learning Course: CSCI 2000E (more than 95% delivered through distance learning)
○ Service-Learning Course: CSCI 2000S
● Writing Intensive Course: CSCI 2000W
○ Integrated Language Course: CSCI 2000I
○ Undergraduate Research Course: CSCI 4960R

Steps 2–4

W-Suffix Language

The W suffix is used for courses taught as writing intensive, which means that the course includes substantial and ongoing writing assignments that a) facilitate learning; b) teach the communication values of a discipline—for example, its practices of argument, evidence, credibility, and format; c) support writing as a process; and d) prepare students for further writing in their academic work, in graduate school, and in professional life. Writing instruction and assignments are integral to the class's learning objectives, and the instructor (and/or the teaching assistant assigned to the course) will be closely involved in supporting students as writers.

More specifically, writing-intensive classes

- involve students in informal writing assignments that promote course learning;
- stage and sequence assignments to encourage writing as a process of creating and communicating knowledge;
- maximize opportunities for guidance, feedback, and revision;
- teach the writing conventions that are inseparable from modes of inquiry in a discipline;
- make writing a substantive component of the overall course grade to underscore the value of writing to the course, the discipline, and student learning.

Examples of writing-related course objectives:

What do you want your students to learn *about* writing? The student will...

1. Identify elements and conventions of disciplinary genres (e.g., scientific research article, critical literary analysis, qualitative research proposal, etc.).
2. Employ a process for writing that involves brainstorming, outlining, drafting, revising, and polishing.
3. Apply feedback from instructors and peers to improve writing-in-progress through a drafting process.

What do you want your students to learn *from* writing? The student will...

1. Use low-stakes writing to explain key concepts and theories.
2. Synthesize research on a topic to summarize current understanding.
3. Identify gaps in existing research to situate new projects.
4. Compose arguments informed by the literature/evidence.
5. Engage in regular reflective writing to assess learning, thinking, and writing processes.

Examples of writing-related assignments/topics to include in the Topical Outline:

Written responses to readings

Annotated bibliography

Engagement in disciplinary genres

Writing for a public audience

Project proposal

Peer reviews

Engagement in online discussion forum

Portfolio

Working with sources

Argumentation and evidence

Disciplinary forms and conventions

Style and language use

Writing as a process

Revision

Active reading strategies

Now, if you only want one version of the course available in the system and you want it to be writing intensive, follow the process outlined on the next slide.

Process for modifying an existing course to add a W suffix:

Log into to the CAPA system and select BEGIN A COURSE CHANGE/DELETION PROCESS to add a W suffix to an existing course.

That will open a section titled BEGIN A COURSE CHANGE PROPOSAL.

First, SELECT THE PREFIX for your course. That will pull up the whole list of existing courses with that prefix.

Then, SELECT ONE COURSE TO CHANGE OR DELETE.

Once you click to select your course, scroll to the bottom of the screen and click the "BEGIN PROPOSAL" button.

Once you open the proposal, you'll want to make sure you make FOUR modifications:

1. Check the radio button for Writing Intensive Course (W suffix).
2. In the "Non-traditional Format" field, enter the language that appears on the W-Suffix Language Slide describing a writing-intensive course.
3. In the "Course Objectives" field, indicate the learning objectives related to and/or involving writing.
4. In the "Topical Outline" field, indicate what kinds of writing assignments will be assigned and how they will be distributed throughout the course of the semester.

Begin Proposal

And that will do it!

Please email me if you have any questions or concerns.
lharding@uga.edu

==Thank you== for your time and all you do to support writing across the curriculum at UGA.