**WIP Proposal Form for Courses and Departments 2025-2026**

The Franklin College **Writing Intensive Program** invites proposals from faculty and departments across the disciplines for innovative undergraduate courses that encourage writing. Programs/Faculty submitting successful proposals will be awarded trained teaching assistants qualified to assign and to respond to writing in the disciplines.

Note: WIP is currently transitioning to a writing-enriched curriculum (WEC) approach to supporting writing across the curriculum and in the disciplines. The WEC model involves the development of department Writing Plans to articulate how writing contributes to the major, the role and value of writing in the discipline, as well as the skills, conventions, processes, and genres that define writing in the field. What's more, this new approach will contribute substantively to the sustainability of writing instruction and support across the disciplines. The WEC model helps ensure that writing-intensive courses and learning experiences are afforded to students as a programmatic objective and faculty share the responsibility for writing instruction. In addition, the iterative development and regular assessment of Writing Plans ensures that programs maintain and advance their writing-enriched curricula over time according to a manageable, collaborative process.

**Proposal guidelines – for departments.** Departments interested in offering at least four WIP courses are invited to submit a department proposal. In addition to outlining how the courses will implement a writing-intensive pedagogy, departments will be asked to consider how the proposed courses will help students build/develop their writing skills and knowledge across the curriculum. For the 2025-2026 academic year, two-three departments submitting proposals will be invited to collaborate with WIP on the development of a Departmental Writing Plan. These living documents provide a road map for 1) how writing is situated in the field and in discipline-specific coursework, 2) how writing is integrated into the curriculum, 3) how writing instruction is supported and maintained, and 4) how writing and writing instruction will be assessed. Once a Writing Plan is in place, WIP will work the department to ensure support for its WIP coursework and Writing Plan implementation each year. For departments currently developing a Writing Plan and once a Writing Plan is in place, WIP will work directly with the departments to ensure support for their WIP coursework and Writing Plan implementation each year.

**Proposal guidelines – for individual courses.** Writing-intensive courses vary across disciplines at UGA, but all make writing important to the thinking of the course, give students opportunities to write in low-stakes and high-stakes situations, and engage students in conversations about writing. In general, writing-intensive courses should:

1. Feature innovative writing assignments that a) relate clearly to course learning; b) teach the communication values of a discipline—for example, its practices of argument, evidence, credibility, and format; and c) prepare students for further writing in their academic work, in graduate school, and in professional life.
2. Stage assignments to emphasize the writing process or sequence assignments to emphasize the constitutive parts of effective writing in a field.
3. Provide opportunities for planning, feedback, and revision.
4. Underscore the value of writing to the course, the discipline, and student learning by making writing a substantive component of the overall course grade.
5. Make effective use of WIP teaching assistants as writing coaches and make their resources clear to students.

For courses that have already been taught as WIP courses at least twice, faculty will have the opportunity to refer to their previous proposals and then provide updates/changes to the course for 2025-2026, rather than submitting a new proposal.

New WIP Course Proposal Form (offered 0 times or just once)

Faculty name:  Franklin College department:

Email: Course number and title:

Semester course will be taught:  Fall, Spring, Not Sure Yet

Anticipated enrollment:

**Writing assignments the course will feature and goals for each:**  (How will the assignments help students learn the course content and/or the disciplinary conventions of your field? These may involve informal writing-to-learn—“low stakes”—and/or formal writing-to-present learning—“high stakes”—activities.)  

**How will the course address the process of doing writing assignments and what specific opportunities will your course provide for planning, feedback, and revising (i.e., conferences about writing, peer review, written responses to drafts, and/or group work)?**(Will students be taught a process for doing required assignments? Will writing assignments be sequenced or staged? Detail opportunities for feedback and revision.)  

**How will the course introduce and make effective use of a Writing Intensive Program teaching assistant?**

In 2025-2026, the Writing Intensive Program will continue the **Public Writing Initiative.** WIP will match experienced community professionals with WIP courses and coordinate classroom visits (virtual or in-person), during which the guest speakers will talk to students about how they use writing on a daily basis.

Yes, I am interested in participating in the Public Writing Initiative.

No, I am not interested at this time.

Maybe. See comment below:

If you have a guest speaker in mind or a special request, please comment:

**Acknowledgments:**

Faculty whose proposals are selected will 1) attend a planning session on Thursday, August 7, 2025, on assigning and responding to writing in the disciplines; 2) provide a syllabus for the course; 3) offer mentoring opportunities for WIP TAs; 4) participate in WIP assessment surveys; and 5) honor guidelines for successful writing-intensive courses.

**If my proposal is selected, I commit to the above responsibilities, including the orientation session.** Type your name below to provide your electronic signature.

**Department or Unit Head is aware of your submission.**  (The purpose of this acknowledgment is to allow departments or units to coordinate their proposals.)

Yes

Not yet. See comment below:

If you submit this proposal electronically, please request your Department or Unit Head to email WIP Director Dr. Lindsey Harding (lharding@uga.edu) that he/she is aware of your submission.

**Returning WIP Course Proposal Form (offered 2+ times before)**

For courses that have already been taught as WIP courses at least twice, faculty will have the opportunity to refer to their previous proposals and then provide updates/changes to the course for the upcoming academic year rather than submitting a new proposal.

When was this course most recently taught as a WIP course?

Based on your prior experience, what **updates/changes** are you planning to make this time around? Please comment on the following:

Writing assignments (low-stakes, high-stakes, etc.)

Writing process support (feedback, conferencing, peer review, reflection, scaffolding, etc.)

WIP TA roles and responsibilities

In 2025-2026, the Writing Intensive Program will continue the **Public Writing Initiative.** WIP will match experienced community professionals with WIP courses and coordinate classroom visits (virtual or in-person), during which the guest speakers will talk to students about how they use writing on a daily basis.

Yes, I am interested in participating in the Public Writing Initiative.

No, I am not interested at this time.

Maybe. See comment below

If you have a guest speaker in mind or a special request, please comment:

**Acknowledgments:**

Faculty whose proposals are selected will 1) attend a planning session on Thursday, August 7, 2025, on assigning and responding to writing in the disciplines; 2) provide a syllabus for the course; 3) offer mentoring opportunities for WIP TAs; 4) participate in WIP assessment surveys; and 5) honor guidelines for successful writing-intensive courses.

**If my proposal is selected, I commit to the above responsibilities, including the orientation session.** Type your name below to provide your electronic signature.

**Department or Unit Head is aware of your submission.**  (The purpose of this acknowledgment is to allow departments or units to coordinate their proposals.)

Yes

Not yet. See comment below:

If you submit this proposal electronically, please request your Department or Unit Head to email WIP Director Dr. Lindsey Harding (lharding@uga.edu) that he/she is aware of your submission.

**New Department Proposal Form**

Franklin College department:

**Course descriptions**. For each course, please provide the following information:

Course number and title

Faculty name

Semester offered (fall, spring, unknown)

Estimated Enrollment

Then, please summarize the following:

* **Writing assignments the course will feature and goals for each.** How will the assignments help students learn the course content and/or the disciplinary conventions of your field? These may involve informal writing-to-learn—“low stakes”—and/or formal writing-to-present learning—“high stakes”—activities.)
* **How the course will support students' writing processes and what specific opportunities for planning, feedback, and revising** i.e., conferences about writing, peer review, written responses to drafts, and/or group work
* Will students be taught a process for doing required assignments?
* Will writing assignments be sequenced or staged?
* What opportunities will students have for feedback and revision?
* **How the course will introduce and make effective use of a Writing Intensive Program teaching assistant**

Course #1

Course number and title

Faculty

Semester offered (fall, spring, unknown)

Estimated enrollment

Writing assignments

Writing process support

WIP TA roles

Course #2

Course number and title

Faculty

Semester offered (fall, spring, unknown)

Estimated enrollment

Writing assignments

Writing process support

WIP TA roles

Course #3

Course number and title

Faculty

Semester offered (fall, spring, unknown)

Estimated enrollment

Writing assignments

Writing process support

WIP TA roles

Course #4

Course number and title

Faculty

Semester offered (fall, spring, unknown)

Estimated enrollment

Writing assignments

Writing process support

WIP TA roles

Copy and repeat for additional courses.

**Rationale**. Altogether, how will these courses help students build and develop their writing skills and knowledge across the curriculum? As well, please describe how the courses are connected or sequenced? Finally, what is the reason for offering these particular courses as writing-intensive?

**Writing Plan interest**. Would your department be interested in developing a Writing Plan during the 2025-2026 cycle?

Note: WIP will plan to work with three departments next year. These living documents provide a road map for 1) how writing is situated in the field and in discipline-specific coursework, 2) how writing is integrated into the curriculum, 3) how writing instruction is supported and maintained, and 4) how writing and writing instruction will be assessed. Once a Writing Plan is in place, WIP will work the department to ensure support for its WIP coursework and Writing Plan implementation each year.

Yes

No

Maybe

In 2025-2026, the Writing Intensive Program will continue the **Public Writing Initiative**. WIP will match experienced community professionals with WIP courses and coordinate classroom visits (virtual or in-person), during which the guest speakers will talk to students about how they use writing on a daily basis.

Yes, the department is in participating in the Public Writing Initiative.

No, we are not interested at this time.

Maybe. See comment below:

Which courses would be interested in a PWI visit? Any suggestions for guest speakers? Leave blank if not interested at this time.

|  |  |  |
| --- | --- | --- |
|  | Yes/No/Maybe | Guest speaker suggestions? |
| Course 1 |  |  |
| Course 2 |  |  |
| Course 3 |  |  |
| Course 4 |  |  |
| Other courses |  |  |

**Acknowledgments:**   For departments whose proposals are selected, **ALL faculty members** teaching a WIP course will

* attend a planning session in August (8/7/25) on teaching writing in the disciplines;
* provide a syllabus for the course;
* offer mentoring opportunities for WIP TAs;
* participate in WIP assessment surveys; and
* honor guidelines for successful writing-intensive courses.

**If our proposal is selected, we commit to the above responsibilities, including the orientation session.** Type the names of participating faculty below to provide electronic signatures.

Faculty teaching Course 1:

Faculty teaching Course 2:

Faculty teaching Course 3:

Faculty teaching Course 4:

Faculty teaching additional courses:

**Department or Unit Head Acknowledgement** Type the name of the Department or Unit Head below to provide an electronic signature.

**Departments with Writing Plans Proposal Form**

**For departments with writing plans in place/in development, please—**

* Provide an overview of your department's writing-enriched curriculum for next year. Refer to implementation section of writing plan.
  + Specifically, how many courses and at which levels will be supported by WIP TAs? Provide specific courses if possible.
  + Where/How else will writing/writing instruction be integrated into the curriculum?
  + Other departmental writing support initiatives for undergraduate students? (e.g., writing lab, retreats for students, etc.)
* Complete the writing pedagogy integration matrix.
* Identify additional pedagogy/training/programming support for the department for next year (e.g., workshops for departmental faculty/grad students, instructional resource development, survey/assessment instrument, etc.). Refer to implementation section of writing plan.
* Name a department writing liaison for next year, if interested in maintaining one. If yes, please share name of faculty member/graduate student.

**Overview of writing-intensive curriculum for next year.**Specifically, how many courses and at which levels will be supported by WIP TAs? Provide specific courses if possible. Refer to implementation section of writing plan.

**Overview of writing-intensive curriculum for next year.**Where/How else will writing/writing instruction be integrated into the curriculum?

**Overview of writing-intensive curriculum for next year.**Other departmental writing support initiatives for undergraduate students? (e.g., writing lab, retreats for students, etc.)

**Complete the writing pedagogy integration matrix**. Map WIP's key writing modes onto next year's courses/writing support opportunities. For each course/other, select all that apply. Note: "Other" might be used for writing lab, workshop series, etc.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Course 1: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Course 2: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Course 3: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Course 4: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Course 5: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Course 6: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Other 1: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |
| Other 2: | * Writing as a mode of learning | * Writing as a process | * Discipline-specific writing conventions, genres, and process |

**Identify additional pedagogy/training/programming support for the department for next year** (e.g., workshops for departmental faculty/grad students, instructional resource development, survey/assessment instrument, etc.). That is, what support, beyond TAs and standard training opportunities, would your department like for next year? Refer to implementation section of writing plan.

Will your department maintain a **department writing liaison** for next year? If yes, please share name of faculty member/graduate student.

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Yes, the department is in participating in the Public Writing Initiative.

No, we are not interested at this time.

Maybe. See comment below:

Which courses would be interested in a PWI visit? Any suggestions for guest speakers? Leave blank if not interested at this time.

|  |  |  |
| --- | --- | --- |
|  | Yes/No/Maybe | Guest speaker suggestions? |
| Course 1 |  |  |
| Course 2 |  |  |
| Course 3 |  |  |
| Course 4 |  |  |
| Other courses |  |  |

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Faculty teaching Course 4:

Faculty teaching additional courses:

**Department or Unit Head Acknowledgement** Type the name of the Department or Unit Head below to provide an electronic signature.