**WRITING EMPHASIS INSTRUCTOR APPROVAL FORM**

**Instructions:**

* Complete the Canvas WE Training modules and meet with the CATL Writing Programs Coordinator before starting this form.
* Select a course that you intend to teach as a writing emphasis course and answer the questions below in relation to that course.
* Completed approval forms are approximately 3-4 single-spaced pages *plus* sample course materials.
* Send your completed approval form as a Microsoft Word or Adobe PDF e-mail attachment to the CATL Writing Programs Coordinator, Lindsay Steiner (lsteiner@uwlax.edu).
* Keep in mind that your audience for this form includes other WE-certified faculty who may not be in your discipline. Consider how your descriptions will be understood by this audience.

**Name:**

**Department:**

**Phone:**

**Email:**

**Meeting & Training Dates\*:**

**I. PLAN TO INTEGRATE INFORMAL WRITING/WRITING-TO-LEARN**

1. Describe the types of writing-to-learn assignments that will constitute the equivalent of at least 40 pages of informal writing. There should be a clear distinction between the informal writing and the formal writing described later in this form.
2. Explain how writing-to-learn will enhance students’ learning and thinking in the course.
3. Indicate the frequency of the writing-to-learn tasks and how they will be integrated throughout the course.
4. Describe how you will manage the writing-to-learn throughout the course (e.g., to what extent you will read and give feedback, whether students will read one another’s work, etc.)
5. Describe the guidelines and criteria for evaluating students’ writing-to-learn. What aspects of writing will you prioritize in your evaluation and why?

**II. PLAN TO INTEGRATE FORMAL WRITING**

1. Describe the formal writing assignment(s) that will constitute 10 or more pages of formal writing.
2. Indicate the audiences that students will address and the stylistic conventions they will follow in the formal writing.
3. Describe the models and examples of formal writing that you will provide students and how those models and examples will be used to support student learning.
4. Describe the types of feedback students will receive. What aspects of writing will you prioritize in your feedback and why?
5. Describe the guidelines and criteria for evaluating students’ writing that you will provide them. What aspects of writing will you prioritize in your evaluation and why?

**III. SAMPLE COURSE MATERIALS**

Please attach relevant course documents, including but not limited to:

1. Portions of your syllabus or handouts related to the writing components of the course
2. Handouts or guidelines for at least one formal writing assignment used in the course, including an evaluation rubric if available

**\***An instructor who intends to teach one or more writing emphasis courses must participate in a WE training offered on campus/in Canvas; however, instructors who have comparable background or experience may be exempted from the faculty seminar requirement.