

Updated Learning Outcomes:

Students in WIC will:

LO 1: Analyze disciplinary concepts through writing.

LO 2: Create at least one original, extensive, and meaningful written work that adheres to disciplinary norms including specified audience, purpose, and genre¹.

LO 3: Integrate feedback after critical evaluation during the revision process of written work.

Updated Criteria:

WIC courses will:

1. Be worth a minimum of 3 credits, although, when possible, WIC courses should be at least 4 credits to reflect the time-intensive nature of these courses for instructors and students².
 - a. WIC Learning Outcomes and Criteria can be achieved by combining multiple courses in a series required for the major. When this is the case, any change to any of the involved courses prompts a review of all involved courses together.
 - b. The WIC requirement will not be completed until all involved courses have been successfully passed by the student.
 - c. WIC course credits do not count towards Core Ed credit requirements but do contribute to major credit requirements³.
2. Be offered at the 300-400 level and restricted to students with junior or senior status.
3. Be regularly numbered departmental offerings rather than x99 or blanket number courses.
4. Require students to produce original written work, totaling at least 4000 words⁴.
 - a. WIC courses must include at least 1500 words of write-to-learn/low stakes assignments.
 - b. WIC courses must include at least one 1500 (or more) word extensive formal writing assignment on a relevant and substantive topic using sources in discipline-appropriate manners.
 - c. The remaining 1000 required words are left to the instructor's discretion.
 - d. At least 35% of students' grades in WIC courses should come from writing assignments (both low stakes and formal).

¹ "Genre" as used here refers to form (on an organizational/structural level and sentence level), function, formality, style/word choice/jargon expectations, etc.

² Other institutions have similar courses requiring three credits of contact hours while being worth four credits to students and instructors to reflect the time needed to both write and respond to extensive student papers (UC Davis and SLCC); some institutions require more than one WIC course (UC Davis and George Washington University require at least 6 credits of WIC).

³ See [Academic Regulation 25](#).

⁴ These expectations are in line with similar courses at other institutions: UC Davis (4000-6000 words across six credits), George Mason University (3500 words), University of Virginia (4000 words).

- e. For Essential Assignments satisfying LO 2, instructors shall require their students to include the context/genre/target audience of the assignment at the beginning of the students' submissions⁵.
5. Feature feedback provided by the instructor of record at least one week prior to the assignment's final due date on at least one writing assignment⁶.
 - a. The use of peer feedback is encouraged and may augment instructor feedback, but it cannot be used as a substitute for instructor feedback for all assignments.
 - b. While not explicitly required, assigning a formal reflection is a best practice to help students meet the critical evaluation of feedback component of LO 3.
6. Include assessment of individually written work which has been revised after receiving instructor feedback. Collaborative projects written by student teams may be used to partially meet WIC requirements but may not comprise the entirety of assessment.
7. Require student-to-instructor ratios of no more than 25-to-one⁷.
8. Graduate students may not be assigned as instructors-of-record for WIC courses.
9. Require new-to-WIC faculty to participate in university-approved WIC training (or its equivalent).
 - a. Instructors must have ongoing university-approved training and continuing education to remain certified in WIC at least once every three years⁸.
 - b. GTAs who are providing feedback on student writing must also go through university-approved training (such training must be offered regularly to ensure GTAs have access to training)⁹.
10. Include assignments and/or discussion that address at least two distinct audiences using at least two types of writing (only one of which must be a formal assignment).
 - a. Assignments and/or classroom discussion will include review of what writing looks like in the discipline, with provided examples.

⁵ Instructors may provide that information in header form on assignment prompts or utilize reflective/analytical assignments to encourage students to develop that information themselves.

⁶ Exceptions to this requirement are granted for short/irregular classes that do not follow the typical 10-week quarter. Students should have access to feedback early enough to revise regardless.

⁷ WIC courses at other institutions are similarly capped (18 [ideally 15] at San Francisco State; 25 at Pennsylvania State University; 25 at George Mason University, with up to 35 allowed with documented additional course support) and low course caps are supported by the literature on Writing Across the Curriculum (Klarare et al., 2022; Marshall & Walsh Marr, 2018; the WAC Clearinghouse). WIC courses at OSU have long been capped at 25. Limited proposed exceptions to class size caps should be justified—especially regarding expectations for providing meaningful feedback on student writing—through the course proposal process and will be reviewed on an on-going basis by the Core Education Committee and the Writing Intensive Curriculum Director.

⁸ William Paterson University requires faculty to complete WIC training and the Association for Writing Across the Curriculum advocates for required training. Many institutions offer and strongly encourage training (UCLA, UChicago, UC Davis, Colorado State University, etc.).

⁹ University of Chicago requires TAs and graduate writing tutors to take credit-bearing pedagogy classes. University of Wisconsin-Madison offers 3+ hour long workshops for new TAs. UC Riverside requires TA training. UCLA and UC Irvine offer pedagogy certificates for graduate students teaching WIC courses.

11. Give students practice evaluating and integrating multiple relevant (primary and/or secondary) sources with appropriate citations.
12. Include discussion and consideration of AI assistive tools and use norms (or absence) within the discipline, although instructors are not required to either adopt or refuse student use of AI tools within WIC courses.
13. Require Writing Elevation as a prerequisite.

Updated Rationale:

Beyond the writing skills and practice gained in Writing Foundations and Elevation courses, students need to learn to write as members of the discipline. Writing Intensive Curriculum courses, which are taken in the major in the junior or senior year, introduce students to the genres, purposes, audiences, content, and conventions of writing in the discipline. Student writers gain experience with the resources used in their discipline and the formats and documentation style used to communicate knowledge. Through inquiry-based writing in the discipline, students gain understanding and knowledge of disciplinary goals and concepts. Students are required to complete Writing Foundations and Elevation requirements before enrolling in their WIC course to leverage the vertical alignment of skills learned in these courses.