

WID (Writing in the Disciplines) Course Designation *Checklist*

Saint Mary's College of California
Habits of Mind Working Group, *Fall 2023*

Instructor: _____ Course name and number: _____

Information in Syllabus, apparent to students:

- ☐ #1 The course is 200-level or higher, at least 3 CU, and aligns with [UEPC guidelines](#) for developmental course numbering.
- ☐ #2 The course builds on one of the Writing as Research (WRIT 200-225) courses as a prerequisite, by transferring prior learning and writing strategies into disciplinary methods of research and writing.
- ☐ #3 The course addresses both Written Communication and Critical Thinking & Research Practice (CTRP) learning outcomes (copied below), rephrased if appropriate for discipline.
- ☐ #4 At least 50% of the course grade should be allocated to coursework addressing the learning outcomes set in the context of disciplinary writing and inclusive of both formal writing submitted for qualitative assessment and informal writing graded only for completion.

Assignments should ...

- ☐ #5 Be scaffolded through the course toward deliverables in genres typical of (or antecedent to) the discipline. and collected for the purpose of assessing Written Communication and Critical Thinking and Research Practices.
- ☐ #6 Be apparent in the syllabus calendar, including the contributing sub-assignments (e.g., drafting, researching, and revising), the use of writing guides, and an information literacy session with a subject librarian.
- ☐ #7 Include at least one assignment that involves a drafting process with peer feedback.
- ☐ #8 Teach characteristics of discipline-specific rhetoric, possibly including citation style (e.g., APA, CBE, CMS, MLA); format; terminology; organization; audience; purpose; and tone.
- ☐ #9 Be graded in part by considering characteristics of writing in the discipline, potentially including citation style; format; terminology; organization; audience; purpose; and tone.
- ☐ #10 Include at least one formal writing assignment that asks students to do research and think critically about a problem or confront an issue in their discipline.
- ☐ #11 Include informal writing assignments, such as journals, analytical reflections, summaries, abstracts, and self-evaluations.

Accompanying Information, for Habits of Mind Working Group

Please briefly address each of the following (unless already apparent in the syllabus):

- ☐ #12 How the coursework addresses WC and CTRP learning outcomes and sample assignment(s) or prompts.
- ☐ #13 Explanation of how the course will scaffold student learning of the WC and CTRP learning outcomes toward the final deliverable for assessment.
- ☐ #14 If group work is applicable, explanation of how each student will be evaluated for their contribution to the writing and research process and product.

Best Practices

- ☐ A writing handbook (general, or discipline-specific) is a required textbook. (See suggested guides below.)
- ☐ The course uses Simple Syllabus or includes the CWAC and Library resources statements in the syllabus.
- ☐ Frames peer review in terms of specific goals (e.g., revision, clarification, expansion, etc.), structures (e.g., pair and share), or methods (e.g., reading aloud, post-outlining, rubrics)

Writing Guides to Consider Using

Writing textbook is not required, but below is a list of recommendations:

Instructional text for WRIT 200:

The Curious Researcher, by Bruce Ballenger. It includes writing activities, scaffolding for steps in the research process, using an approach to research that is recursive and inquiry-based.

Optional WRIT 200 supplement: The webtext *The Process of Research Writing* by Steven D. Krause. It is excerptible, and instructors could provide links to sections on Moodle. <http://www.stevendkrause.com/tprw/>

Optional WRIT 200 supplement: The webtext *Writing Spaces*. It has essays about various writing strategies, and it offers focused instruction on a number of topics. <https://writingspaces.org/volume2>

General writing & research guides to consider:

A Manual for Writers of Research Papers, Theses, and Dissertations, aka “*The Turabian*”

Publication Manual of the American Psychological Association, aka, “*The APA Manual*”

MLA Handbook

Discipline-specific writing & research guides.

Visit CWAC for specific recommendations.

[Library research guides](#)

Written Communication Learning Outcomes: *Students will...*

1. Communicate ideas in different personal, professional, public, and academic contexts; and
2. Write using apt conventions, processes, and rules appropriate to different social, rhetorical, and technological situations.

CTRP Learning Outcomes: *Students will...*

1. Develop search strategies to systematically map threads of conversation surrounding a project of inquiry; and
2. Evaluate evidence to determine sources’ assumptions, credibility, context, and/or relevance; and
3. Draw conclusions based on thorough exploration of evidence; and
4. Integrate and attribute sources appropriately, adhering to legal, ethical, and disciplinary principles.