REQUEST FOR WRITING INTENSIVE/W CREDIT

This form must be completed by any instructor planning to teach a course for which General Education Program Writing Intensive credit (W marker) is requested. Normally, the GEC Writing Intensive Committee will certify instructors to offer individual sections of courses with the W marker unless a special request is made to the Committee to allow all sections of a course (with different instructors) to be taught as Writing Intensive.

Send this form as a cover for the items indicated below to the General Education Core Writing Intensive (GEC WI) Committee via Karen Meyers, Department of English, McIver Building.

Department: Biology Phone: 334-4953

Name of person initiating request: Bruce Kirchoff

E-mail address: kirchoff@uncg.edu

Course number and title: Biology 430

W credit is sought for

_X_ the course as approved when taught by (instructor name): Bruce Kirchoff

___ all times the course is offered as proposed.

Attach to this form a full explanation of how the course satisfies the WI Guidelines (See University Curriculum Guide). That explanation should address points A – F below:
A. Indicate the range of writing assignments you will use (i.e., their types and approximate number and length).

Formal writing: The students will prepare a 10 page term paper which will be due approximately four weeks before the end of the semester. Three forms of feedback will be provided (see part B), one during the writing process and two following when the students hand in the draft. A re-write of the paper will comprise a major portion of the final exam.

Informal writing: Student will read Darwin's *Origin of Species* and write short summaries of the contents in preparation for class discussions. These summaries will be due almost every class period.

B. Explain the ways in which those assignments will both help students improve their writing and promote learning of class material.

The papers are part of a semester-long process of teaching the students to be effective speakers and writers. The course is already speaking intensive. The papers are used as a way of getting the students to prepare the content of their solo speaking assignments, which comprise a substantial portion of their non-exam grades in the course. The sequence of the course proceeds as follows:

Paper outline and draft due at the beginning of class, approximately five weeks before the end of the semester.

Peer-review of the draft occurs during the next class period (see attached review sheet).

First version of paper is due to the instructor one week after peer-review.

Paper is graded and returned with comments.

Students prepare and present speaking assignments based on their papers. Feedback is given both by the instructor and the class members.

Students are assigned a re-write of their papers, which are due as part of their final exam for the course.

C. Describe ways in which you will provide coaching for students, including guidance in the required revision of at least one substantial paper or other major writing assignment.

Peer-review of the drafts as well as written comments on the first version of their papers will provide feedback for the students. Exemplary papers from past years will be posted on Blackboard. The students will also be encouraged to use the Writing Center. A few points of their final exam will be given for students who have visited the Center.
D. Explain how the assessment of quality and improvement in students’ writing will be included in the final grade.

A rewrite of the paper is due as part of the final exam. It will count for at least half of their exam grade.

E. Because of the personal attention and guidance that students will receive, class size should not exceed 25. In exceptional cases where this must be exceeded, specify what additional resources (e.g., reduced teaching load, graduate teaching assistant) will ensure that students receive the attention needed for a WI course.

The course is already speaking intensive, and has limited enrollment.

F. If W credit is sought all times the course is offered as proposed, explain what will be done to ensure appropriate faculty preparation to maintain the integrity of the course.

W credit is only sought when the course is taught by Dr. Kirchoff.
Biology 430 – Term Paper
Peer Evaluation of First Draft
Assigned March ***
Due March ***, in class

Author of Paper:
Name of Reviewer:
Title of Paper:

YOU MUST ATTEND CLASS THE DAY THAT THIS ASSIGNMENT IS DUE. FAILURE TO ATTEND FOR THE FULL CLASS PERIOD WILL RESULT IN A ZERO (0) ON THIS ASSIGNMENT.

Directions: Use this sheet to type your answers the following questions. Please use a font other than Times Roman so that I will be able to easily find what you typed. Be as thoughtful, clear, and helpful as possible to the author of this paper. Use complete sentences and specific examples to assure clarity in your advice. Your review will be graded on the thoughtfulness and helpfulness of your responses (8 pts). Please bring two copies of both your review and the paper you are reviewing to class. One copy is for the author, and one is for Dr. Kirchoff.

1. Overall situation: How near to completion is this paper? What steps should the author take to complete this paper? Be both specific and helpful in listing the three most important steps below.

2. Organization: Is the paper organized in the standard pattern: an introduction followed by the body of the paper presenting an argument in a reasonable sequence, and concluded by a summary with suggestions of the broader implications of the work? If there is an alternative organization, describe it and evaluate its effectiveness.

3. Introduction: The first few paragraphs should introduce a question and prepare the reader for the way the author intends to answer it.
   a. Does the introduction explain the question to be examined in the paper and why the question is important?
   b. After reading the paper, say whether you think the introduction introduces what you have read.

4. Body of the paper: The major portion of the paper should present the argument in a clear and interesting fashion.
   a. Outline in some detail the major points established in the body of the paper and the evidence or arguments used to support the points.
   b. Do sentences generally logically follow the preceding one?
   c. Has the author organized the information in the body of the paper in the most effective way? If not, suggest improvements.
   d. Has the writer handled citations and references correctly?
5. **Conclusions:** A conclusion can include several things: a restatement of the overall argument of the paper, a summary of the key points, combination of several points to make a final point, etc. Good conclusions often take the work of the paper suggest its broader implications.
   a. What form has the writer used to conclude the paper?
   b. Does the conclusion seem to be supported by the rest of the paper? How or how not?

6. **Interest / Importance:**
   a. List three things (small or large) that are interesting to you about this paper.
   b. Why is this paper important?

7. **Further Research:** What sources would lend support to this argument? What are they? How would including these references help this paper?
Biology 430 – Term Paper
Self evaluation of paper following peer evaluation
Assigned March ***
Due April ***, in class

Name:
Title of paper:

This assignment is worth two (2) points.

1. As a result of classmates’ evaluations, I will change my paper as follows:

2. The paper could be improved further if I could understand the following problems: