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 Chair of the General Education Core Writing Intensive (GEC WI) Committee, Bob Hansen, Dept. of Theatre, 200 Taylor Theatre.

Department: Romance Languages Phone: 334-5655

Name of person initiating request: Dr. Will Derusha

E-mail address: willderusha@uncg.edu

Course number and title: SPA 351 Approaches to Hispanic Literature

W credit is sought for

- the course as approved when taught by (instructor name): Dr. Will Derusha

- 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).

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

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.

D. Explain how the assessment of quality and improvement in students' writing will be included in the final 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.

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.
Dr. Will Derusha  
Romance Languages  
334-5655  

SPA 351 Approaches to Hispanic Literature

A. Students are required to write the following in Spanish:  
   1. three papers in draft and final form (two pages each) to present to the class  
   2. a short formal paper (four pages) to consist of these steps:  
      a. proposal/abstract  
      b. outline and bibliography  
      c. first draft  
      d. final revised draft  
   3. a journal (20–30 pages) of what they read and how they react to it  
   4. five to ten essay-type paragraphs written in class  
   5. three exams with essay questions

B. Students will meet in small groups to critique the first draft of the presentation papers;  
   the three papers—one on a narrative, one on a poem, and one on a dramatic text—will  
   provide students with instant feedback on clarity of expression, organization, and content.  
   Each step in the short formal paper will alert students to strengths and weaknesses as well  
   as afford practice in writing, researching, and using the MLA style manual, all of which  
   are important to the development of lifelong skills. The journal helps students develop  
   critical thinking skills, self-awareness and self-expression, and serves as the core of  
   reference material when studying for exams; journals will be regularly collected,  
   evaluated, and returned with practical comments. The spontaneous paragraphs generated  
   during the class period and shared with other students will afford valuable practice in  
   exploring the course content as well as in developing facility in focusing and expressing  
   ideas on short notice. The essay questions on exams will build on this practice, helping  
   students develop a cogent argument quickly and concretely and to express that argument  
   directly and persuasively.

C. The presentation papers, the short formal paper, the journal, and the spontaneous  
   paragraphs will be submitted to peer evaluation as well as comments from the instructor.  
   The instructor will also meet formally with each student at three points in the semester:  
   after the first presentation to discuss the effectiveness of the paper to offer suggestions for  
   future writing assignments; after the proposal/abstract of the short formal paper to  
   discuss the feasibility of the theme and ways to approach the paper; and after the first  
   draft to discuss particular strengths and weaknesses in preparation for the final draft.

D. Writing assignments will account for fully seventy percent of student grades. The  
   evaluation of the journal and the papers will also reflect improvements in student writing.

E. Class size should not exceed 25 students, as the class is not only writing-intensive, but  
   also in Spanish.

F. Not applicable.