

# Undergraduate Curriculum Subcommittee: Writing Intensive Guidelines

## Presentation to Lehman Senate

*May 7, 2025*

Sarah Soanirina Ohmer, Latin American & Latino Studies, Africana Studies

Sherry Deckman, Middle & High School Education



# *Thank you to the 27 Committee Members!*

- Karin Beck Interim Associate Provost
- Sarah Ohmer Latin American & Latino Studies & Africana Studies
- Sherry Deckman Middle School & High School Education
- Jane Kehoe-Higgins Director of Institute of Literacy
- Maeve Adams Director of First Year Writing Program
- Sophia Hsu WAC Coordinator, English
- Scott Calvin Pre-Health Program Director & Advising
- Yvette Rosario Senior Registrar
- Tyler Schmidt Previous WAC Coordinator, English
- Lisa Estreich Writing & Literacy Coordinator, ISSP
- Amy White Health Equity, Administration, and Technology
- Sebastian Rojas Villa Biology
- Smee Wang Music Multimedia Theatre and Dance
- Maria Plochocki English, Freshman Year Initiative
- Nari Kim Management and Business Innovation
- Sandhya Nadadur Nursing
- Justine Blau English
- Di Wu Finance Information Systems, and Economics
- Orlando Rivera Exercise Science
- Amanda Moody Maestranzi Middle and High School Education
- Immaculee Harushimana English Education and TESOL, MSHS
- Carolyn Carr History
- Maria “Mariposa” Fernandez English
- Elizabeth Simon Nursing
- Tashika Mcbride Human Rights and Transformative Justice Certificate, MSHS
- Ruby Phillips Psychology
- Loredana Militello MA Liberal Studies, Student Representative

# *Background*



- a subcommittee of the UCC charged and constituted in December 2024 by Associate Provost, Karin Beck
- primary goal: draft updated guidelines that could be implemented in the 2025-2026 academic year.
- The committee met February-April in various configurations in order to draft recommended guidelines and make recommendations for support for WI curriculum development
- The committee membership was open to faculty across the College and included representatives from the sciences, social sciences, and arts and humanities, in addition to key administrators.
- Draft guidelines have been reviewed by the UCC and FP&B.



# *Next Steps*



- May 7, 2025: Feedback from Senate
- May 2025: Implement feedback into guidelines
- June 2025: Share guidelines with Advising Council
- August 2025: Submit guidelines draft to UCC for approval
- Sept. 2025: UCC reviews guidelines
- Fall 2025: If approved by UCC, Senate votes on Guidelines



# *Key Recommendations:*

- Constitution of a Writing Intensive Council
- Planning rollout of guidelines for campus community
- Assessment & Writing Intensive Assessment Examples

# *Key Recommendations: WI Council*

- forming a standing Council of faculty members who are interested in continuing to support the development of Writing Intensive courses that would meet annually in the spring prior to spring break to consider any needed updates or changes to guidelines for or implementation of Writing Intensive courses.
- faculty members from the WI subcommittee are interested to serve on a WI council

# *Key Recommendations: Guidelines Roll-out*

- a formal rollout of the new guidelines with targeted communication to faculty and advisors across campus.
- The rollout should clearly explain the purpose of the guidelines, WI courses, and any related policies & procedures
- Offer training opportunities with stipends - training for faculty to design or revise a syllabus using the new guidelines.

# *Key Recommendations:*

## *Assessment and Resources*

- A Self Assessment Form for Instructors scheduled to teach WI class
- Assessment of WI courses to track needs for pedagogical development and student learning
- A repository of examples of assessment of writing to be shared with faculty instructing WI courses. This repository should be updated regularly and examples should be sought from across disciplines.



# *Guidelines Overview:*

## *WI syllabus should include....*

2-3 guiding principles from the guidelines

3-7 learning outcomes related to writing-to-learn

Low stakes writing

Scaffolding: how smaller writing assignments will prepare students to complete a larger writing assignment or an exam

When applicable: a high stakes writing assignment



# *WI Syllabus: Guiding Principles*

Include 2-3 from this list:

- 1. Focus on process, content and genre:** Writing, reading, and discussion activities and assignments allow students to process the content of the course and identify, explore, and practice genres of writing specific to the discipline.
- 2. Writing as a tool for learning and questioning:** Ungraded and/or anonymous writing assignments/activities invite students to ask questions, identify what they know and don't know. By expressing themselves, they make sense of, synthesize, and analyze course material (in writing, discussion, and/or presentations).
- 3. Writing as a mode of evaluation (of texts, of ideas, of the world)** Writing functions as a discovery tool to explore and familiarize oneself with the genres and formats of a discipline, with a particular audience and/or workplace discourse in mind (lab reports in science, charts, music sheets, research-focused writing).



# *WI Syllabus: Guiding Principles*

**Include 2-3 from this list:**

**4. Frequent and varied opportunities to write and revise:** Students ought to experience frequent and varied writing assignments and activities, in different modalities, formats, and genres, with different types of assessment for the writing, and opportunities for self-assessment or peer-review when applicable. This helps to become aware of the choices one can make as a writer depending on the needs of a situation.

**5. Writing as multimodal:** Alphabetic, text-based writing is one possible mode of expression/communication that can be used in WI courses. Opportunities for students to engage and/or compose in multimodal writing fosters student confidence and versatility.

**6. Opportunities for multilingual expression:** WI classes can make room for students to write in their first language, particularly when writing is being used as a tool for learning and reflection.

**7. Scaffolding:** WI classes can help students build writing skills and work towards completing larger assignments by breaking them into smaller, discrete components. Smaller assignments support the acquisition of disciplinary knowledge.



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# *WI Syllabus: Learning Outcomes*

## **Include 3-7 Learning Outcomes**

WI instructors

- may draft their own
- department/program-specific WI learning outcomes are also welcome
- or select 3-7 from the list in the guidelines
- does the WI class also include discipline-specific / program-specific learning outcomes?
- are there assessment practices related to your program (Middle States, etc)?
- Examples of measurable learning outcomes in the guidelines



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# *WI Self-Assessment Form*

## **A form to assess that the syllabus follows the guidelines**

Before scheduling the course, department chairs, department P&B committees, or department curriculum committees, will remind instructors to fill out a “syllabus checklist self-assessment” form.

The Office of the Provost will collect data from the forms for assessment and instructional support. The form will be available on the Lehman College webpage where the guidelines for faculty are posted.

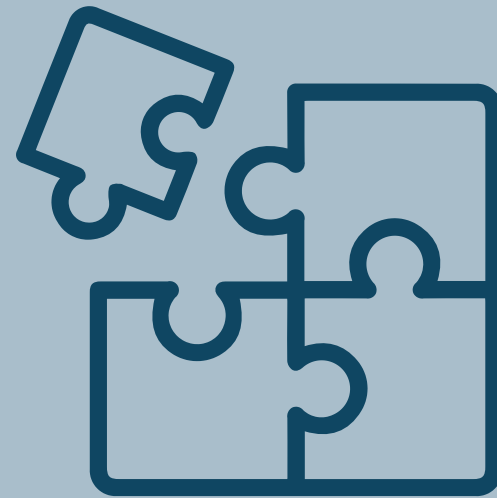
# *Next Steps*

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## **Define the approval process for future WI Guidelines revisions**

- WI Council
- UCC
- Senate
- FP&B



## **Implement Feedback**

- From FP&B
- From Senate
- Other feedback via email
- From Advising Council



## **Roll Out Plan & Assessment**

- Resources for training
- Where assessment & data will be stored and analyzed
- WI Graduation requirements and guidelines online





*Feedback, comments?*

