

**Southern Writing Program
(SWP)
Procedures for Proposing an L-Course**

NOTE: These procedures are effective Fall 1999 and apply to new L-course proposals and existing L-courses seeking re-approval.

- 1) **An L-course proposal originates from the faculty member who will be teaching the course.** Because the success of an L-course depends on the teacher's professional commitment to incorporating critical (analytical) writing and revision into classes, the Writing Board considers courses that are proposed by individual faculty members, rather than courses merely assigned to instructors.

NOTE: This represents the usual procedure. However, the Writing Board recognizes that unforeseen scheduling difficulties may occur occasionally, and the Board will cooperate with Departments to ensure both that courses can be taught when scheduled and that they will meet regular L-course Guidelines.

- 2) **L-course faculty attend a semi-annual workshop before they teach an L-course for the first time.** Attendance at this workshop is voluntary and highly recommended, because it introduces faculty to SWP staff, to colleagues who share a commitment to using writing to enhance students' learning, and to multiple ways to incorporate writing into their courses. In every case, discussions center on how to leverage faculty time and effort to increase student learning most efficiently.
- 3) **L-course proposals should be sent to the Chair of UCF, who will route them to the Board for consideration.** In order to be included in the University's printed Schedule of Classes, proposals must be received no later than April 1 for classes that will begin the next January, and no later than November 1 for classes that will begin the next September.
- 5) **Each proposal includes the following items, either as part of the syllabus or in a separate attachment:**
 - The completed proposal cover sheet (available in the Office of Academic Affairs, EN 125, or from the Southern Writing Program web site: www.southernct.edu/committees/writingprogram).
 - A copy of the course outline or syllabus

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- An explanation of how the writing assignments for this course fulfill the expectation that "A significant portion of the writing for the course should be critical (analytical)" (see Guidelines for Designing and Teaching L-Courses, item #1)
- An explanation of how this course's "critical (analytical) writing component [will] emphasize revision" (see Guidelines for Designing and Teaching L-Courses, item #2)
- An explanation of how this course will "require students to write 5000 words over the course of the semester" (see Guidelines for Designing and Teaching L-Courses, item #3)
- A description of what percentage of the final grade will come from writing assignments
- A description of how grades on revised papers will be weighted

NOTE: Sample proposals will be available as models.

- 6) **a. L-course faculty members are encouraged to attend one or more mini-workshops during the semester in which they are teaching an L-course.** These workshops, usually one or two hours in length, will be held at various times during each semester and will include presentations and discussions with SWP staff and faculty colleagues on suggested topics of shared interest.
- b. Faculty members submit the Writing Board's Update Form before teaching the L-course for a fifth time or before the third year (whichever is sooner).** The one-page form collects basic demographic information and asks for a very brief update of plans for the course.. The SWP staff will provide assistance in completing the form.