# Application for Writing Across the Curriculum (WAC) or Writing in the Disciplines (WID) Designation

The *Magis* Core Revision Proposal (adopted by the General Faculty in February 2018) identifies the learning goals of all Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) courses. To be designated as a **WAC class**, a course must fulfill a Magis Core requirement, and two of the five goals listed below must be met in the course and addressed clearly in the syllabus. To be designated as a **WID class**, Goals 3, 4, and 5 must be met in a course in a major and addressed clearly in the syllabus.

In WAC and/or WID classes, students will accomplish the following:

1. **INQUIRY**: Use writing as an instrument of inquiry across a variety of writing situations, both formal and informal;
2. **RESPONSE & REVISION**: Respond to and use responses to drafts in revision, in this and other ways demonstrating metacognitive awareness about their writing;
3. **DISCIPLINARITY & GENRE**: Engage in writing that responds to content or other texts in the discipline in ways that deepen student understanding of and facility with the genres of the discipline;
4. **RHETORIC**: Make choices reflecting awareness of purpose, audience, and the rhetorical context in which they write; and
5. **ATTRIBUTION**: Use and cite texts and other sources of information in ways considered appropriate in the field.

You may find it helpful to refer to the information concerning WAC/WID teaching found on Core Writing’s pedagogical website, located at [fairfieldcorewriting.org/wac-wid](https://fairfieldcorewriting.org/wac-wid).

1. Date:
2. Instructor(s):
3. Course Prefix, Number, and Title:
4. If this is a new course, has this course been approved by the relevant department(s), program(s), curriculum committees, etc.? Please check one.
	* This is not a new course.
	* This is a new course, and it has been approved.

If this is a new course, which department(s), program(s), committees, etc., have approved this course?

* + This is a new course, but it has not yet been approved.

*Typically, the WAC/WID subcommittee does not consider new courses that have not yet been approved by the department; however, the subcommittee will happily review the course once it has been through departmental review. Please submit your application at that time.*

1. What is the first semester in which you will teach this course as WAC or WID using the same syllabus that you are attaching to this application?
2. Please check one:
	* This application is for ***only*** the sections that I teach:
	* This application is for ***all sections*** of this course: (\*Prior to selecting this option, please see the stipulations below.)

# \* If this application requests a WAC or WID designation for *all* sections of the course (regardless of instructor), please attach the following materials from the Department Chair:

1. Confirmation that *all faculty who teach this course use the same syllabus* that is included in this application and that all faculty will continue to use a uniform syllabus in the future.
2. Description of the professional development in WAC/WID pedagogies and teaching for *all current faculty members* slated to teach this class.
3. Description of the department’s plan for *orienting future faculty (including part-time faculty) to WAC/WID learning goals and methods of teaching*.

If departments cannot commit to this uniformity and professional preparation of current and future faculty, faculty members should submit individual applications.

1. Please check one:
	* This application is for a WAC designation (i.e., a course in the *Magis*

Core typically designed for non-majors).

* + This application is for a WID designation (i.e., an upper division course designed for majors).
1. Is this application a resubmission? YES NO

If you selected yes, please (1) *use a distinct font color to indicate revisions and additions* to this application and (2) *attach a short, one-paragraph description of the changes you have made* to this application.

We strongly encourage you to meet with a WAC/WID Consultant prior to resubmission. Consultants often make resubmission easier and more efficient. Please reach out to Core Writing & WAC/WID Director Kim Gunter to request a consultation.

1. Provide the course description that appears/will appear in the undergraduate course catalog.
2. In no more than 250 words each, briefly describe the recent professional development pertinent to teaching a WAC or WID course that each instructor included in this application has undertaken.
3. Please attach a copy of the syllabus (including the daily course calendar) for your proposed WAC or WID course. Therein, draw subcommittee members’ attention to all aspects of your course that demonstrate its appropriateness as a WAC- or WID-designated section. Do so as follows:
	* Highlight in bright yellow ***and*** insert a brief marginal comment, explaining each portion of your syllabus that qualifies your course as a WAC or WID class. In your marginal comments, please indicate which WAC/WID learning goal is supported with each activity, assignment, reading, etc.
	* Include a brief statement for students within the syllabus that identifies this course as a WAC or WID section, specifies the WAC/WID learning goals that this course will meet, and describes the ways in which students will achieve them. (This statement can be part of the course description or included as a separate category within the syllabus.)
4. Please describe how your course will meet the approved WAC/WID learning goals.

# If you are applying for a WAC designation, please complete two of the rows below. If you are applying for a WID designation, please complete rows 3, 4, and 5.

* + In the middle column, describe how selected course assignments and activities meet the WAC/WID Learning Goal as well as the pedagogical support that you provide to students. (We need to hear only about the content of your course that supports the WAC/WID learning goals.)
	+ In the right-hand column, explain how you determine that students have met the WAC/WID learning goals. In other words, what must students do in order to demonstrate that they are successfully accomplishing this goal?

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| **WAC/WID****Learning Goal** | **Teaching Strategies that Support Student Achievement of****Learning Goal** | **Methods of Determining Students’ Achievement of****Learning Goal** |
| 1. **INQUIRY**: Usewriting as an instrument of inquiry across a variety of writing situations, both formal and informal. | *See instructions above.* | *See instructions above.* |
| 2. **RESPONSE & REVISION**:Respond to and use responses to drafts in revision, in this and other ways demonstrating metacognitive awareness abouttheir writing. |  |  |
| 3. **DISCIPLINARIT Y & GENRE**:Engage in writing that responds to content or other texts in the discipline in waysthat deepen student |  |  |

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| understanding of and facility with the genres of thediscipline. |  |  |
| 4.**RHETORIC**:Make choices reflecting awareness of purpose, audience, and the rhetorical context in which they write. |  |  |
| 5.**ATTRIBUTION**:Use and cite texts and other sources of information in ways considered appropriate in the field. |  |  |

Thank you for your interest in the WAC/WID Signature Element!

We look forward to learning more about you and your students’ work.

**Revised May 13, 2024**