

WRITING ACROSS THE CURRICULUM PROPOSAL

EXECUTIVE SUMMARY:

The Writing across the Curriculum (WAC) committee, comprised of unit representatives and the WAC Director as well as the Vice Provost, was formed in Fall of 2010 to address specific needs regarding the review of the current WAC program, and to make recommendations concerning any possible revisions to the WAC program. The WAC committee has concluded its initial investigation and is urging the adoption of the following recommendations:

1. That the WAC committee be a standing committee reporting to ARC and FA to address writing-related issues pertaining to the WAC program and WI designation, to oversee the state of the program, to provide support and guidance for writing initiatives, to advocate for resources for faculty and programs developing the writing aspects of the curriculum.
2. That the WAC committee be comprised of the members indicated in Appendix A, and be sub-divided into coordinating groups as indicated in Appendix A1 and A2.
3. That the Writing Curriculum be organized in the manner indicated in Appendix B.
4. That the WAC program reflect the current structure of the College be divided into two tiers: 1. WAC in the General Education 2. WAC in the Schools.
5. That the WAC in the General Education be comprised of three WI designated courses: First Year Seminar, Readings in the Humanities and College English (re-titled Critical Reading and Writing Program)
6. That, where appropriate, the WAC in the Schools program seek vertical design for writing objectives and learning outcomes by determining three WI designated courses in each Major program of study and/or School Core or a combination thereof. Or, where appropriate, that Schools adopt a document

RATIONALE:

One of the cornerstones of any Liberal Arts institution is its writing program. Unfortunately, there is no cohesive writing program at Ramapo College. Rather, there are remnants of a once pertinent program that is poorly organized and lacks faculty oversight. The WAC committee attributes this disrepair to a series of institutional shifts at the structural and curricular levels that left the WAC program without proper oversight and its curriculum largely ignored. The current WAC program no longer resembles what it once was nor does it structurally reflect the College.

At this point, WAC neither functions as a program nor does it exist in practice (ie. proper graduation audit). Fortunately, the initial impetus regarding WAC and WI designations can be modified in order to restore a writing program. This proposal seeks to remedy this current situation by creating a writing curriculum that coheres to Ramapo's current academic structure, and by establishing an organizational structure to oversee the writing curriculum. By examining the series of recommendations offered by a variety of consultants over the last five years and undergoing a semester-long examination of the curriculum, the WAC committee strongly urges faculty assembly to adopt this proposal, and to charge the WAC Committee with overseeing its design, implementation and monitoring.

We believe that this proposal for a two-tiered WAC program reflects the current curricular design and organizational structure of the college. We believe that the proposed changes would encourage greater involvement in the writing program at Ramapo. In essence this proposal seeks to establish a framework where a writing program can take hold. We seek to programmatize the disparate, yet vital, elements of the WAC program, so that there is a cohesive approach to addressing our students needs.

Lastly, we believe that this proposed program honors programmatic diversity. By adopting this proposal, units and programs will be able to design guidelines and assignments that respect individual disciplines. Ultimately, the WAC committee serves to facilitate and advocate for writing on the campus, and this proposal is a step forward in addressing a variety of needs in this area.

BRIEF BACKGROUND:

In the 1990's an all

Focused on: tbd

Overseen by Director of FYS, partnering with CE Director, RITH Coordinator and WAC Chair.

READINGS IN THE HUMANITIES

As part of its learning goals, RITH will work on developing a specific focus to its writing objectives. The objectives should compliment CE and FYS in its focus on revision and compositional strategies, but be distinct from those two groups in regards to both the kind of writing required and the goals of the writing objectives.

Focused on: tbd

Overseen by RITH Coordinator, partnering with CE Director, FYS Director and WAC Chair.

WAC IN THE SCHOOLS

3. Emphasize the process of writing, including prewriting and revision.

Some possible variables in WI courses:

1. Employing writing as a cumulative process
2. Assigning writing progressively
3. Combining writing with/part of oral or multi-media presentations

* The recommended course cap for WI courses is 25. However, latitude is given to schools and programs where it is determined that these guidelines are counter-productive to the over-arching goal of improving student writing.

WAC MEMBERS AND ROLES:

WAC Chair

Oversees the charge and agenda for WAC
Represents Writing-Related initiatives to the College Community as needed.

Vice-Provost, ex-officio

WAC/GEN ED REPRESENTATIVES:

(3 Courses in the General Education Program)

Critical Reading and Writing, Director/Coordinator

Oversees the Critical Reading and Writing program, its courses, faculty and learning outcomes.

These courses serve as the main “instructional” program for reading and writing. This program covers a broad range of compositional, argument and research-related skills in a sequence of courses mandated by proficiency levels. This program is WI designated.

First Year Seminar, Director

Oversees the First Year Seminar in the General Education, its faculty and reading and writing-related learning outcomes, curriculum and training. This course works with students on developing revision, compositional and documentation skills as they apply to specific areas of study.

This program is WI designated

Readings in the Humanities, Coordinator

Oversees the Readings in the Humanities course in the General Education, its faculty, reading and writing related learning outcomes, curriculum and training. This course works with close reading strategies as well as International or comparative perspectives in relation to “Great Books”.

WAC/WIS REPRESENTATIVES

(3 or more courses organized at the 200,300,400 levels)
as they reflect the ambition and nature of the discipline.

School Representatives to WAC/WID

CA, AIS, SSHS, TAS, Library, ASB

Oversee Writing Intensive and writing awareness courses in their school and majors. Identify resources to support the writing curriculum as well as information literacy initiatives.

DIRECTOR OF CAS: A Center for Reading, Writing and Content-Area Tutoring
Oversees budget, programming and staff of CAS including the “Foundations”
level Reading and Writing courses.
Oversees Tutoring Programs in support of WAC.

PARTNERS:

Testing, Registrar, Enrollment, Advisement, All-

APPENDIX A: MEMBER CHART

THE NEW WAC COMMITTEE

APPENDIX A1: MEMBER CHART

WAC in the GENERAL EDUCATION



APPENDIX A2: MEMBER CHART WAC IN THE SCHOOLS

APPENDIX B: WAC CURRICULUM ORG MAP
...NOT A LINES OF REPORTING/LINES OF
AUTHORITY MAP.



APPENDIX C:

THE CRITICAL READING AND WRITING PROGRAM

CRWT 080: Foundations of Critical Reading and Writing

OR

CRWT 090: Foundations of Critical Writing:

(not for college credit) The “developmental” reading and writing program

Organized largely as summer courses or possible fall courses for students scoring in the lower end of the reading and writing spectrum:

If a student has a Accuplacer Essay score of 3 or 4, **AND** a Accuplacer Reading score below 80, the student shall be placed in **Foundations of Critical Reading and Writing**.

If the student does not score in the developmental range in reading, then the student shall be placed in **Foundations of Writing**.

Focused on basic reading, writing and study skills ranging from the writing process and grammar at the sentence level up to 2 pages, use of support and evidence in argumentative writing as well.

The Reading and Writing Specialists in CAS in collaboration with the Director CRWT will deliver these courses.

In relation to Critical Reading and Writing I and Critical Reading and Writing II, these courses will be woven into the assessment strategy overseen by the Critical Reading and Writing Director. The Director of CRWT will work collaborate with CAS staff in this process.

The courses will be housed and assessed through AIS, delivered by the staff of the Center for Academic Success.

CRWT 101: Critical Reading and Writing I: Rhetoric, Reading and Composition (4 credits toward graduation)

Organized as a semester long course for students scoring at a level not yet proficient for higher-level Critical Reading and Argument skills.

For students scoring 5 on the Accuplacer or successful work in the CRWT 080 or 090 course.

Focused on mid-range analytic, rhetoric and compositional needs as expressed through modes of writing, and mid-level argument, organization and documentation skills as they pertain to writing from papers 2-5 pages in length. Reading instruction will be dedicated to analysis and “close-reading” strategies.

Overseen by the Director of CRWT in collaboration with CRWT faculty and CAS staff.

CRWT 102: Critical Reading and Writing II