**Writing Proposal Form Sample**

Please save the following proposal form to a disk and fill in your responses. Download, print, and attach this completed form to the course description and syllabus of the course you wish to propose as a writing-intensive course. The course description must explain each writing assignment, including the required number of pages, assessment criteria, and provisions for instructor intervention in the writing process prior to submission of the final draft. The description and syllabus should include any revisions you have made to the course to meet the writing-intensive guidelines.

Course number: ENGL. 472

Course title: Readings in Shakespeare

Instructor: Shakespeare

Semester offered: Spring 2002

1.       Which assignments for the course require formal prose? Please indicate the required number of pages for each assignment.

a)    analytic essay (5 pages)

b)    final scholarly essay (10 pages)

c)     two annotated bibliographies (roughly 5 pages each)

2.       Which of the formal writing assignments require the instructor's intervention in the students' writing process?

a)    analytic essay

b)    final scholarly essay

3.       How will you provide substantive comments for generating ideas, planning drafts, and revising drafts prior to final submission of pieces for grading? (For example, you might use individual conferences, written comments, e-mail communications, etc.)

For the analytic essay, I will read students' drafts and offer written comments for revision before students submit the final graded version. See syllabus for dates and procedures. For the final scholarly essay, I will make suggestions to help students plan their essay as I respond to their two annotated bibliographies, which ask them to reflect on how they might use some of the sources they've read in their final essay. I will also respond to the students' 8-10 page guided freewriting (a pre-draft) written after they have completed their two annotated bibliographies.

4.       How will you build into the content of the course instruction in writing the formal prose pieces?

The syllabus has research days when we will go to the library to familiarize students with on-line research resources. At the beginning of each of these library sessions, I provide instruction in how to go about researching and writing the final scholarly essay, including expectations and strategies for writing. I have scheduled time into the syllabus to explain how to do a close textual analysis (for the analytic essay). We will also use small group work as the semester progresses to practice analyzing individual scenes in view of the whole play, something the analytic essay requires. To prepare students to write the scholalry essay, I have included a whole class period during which we will look at examples of student research essays and talk about strategies for addressing a specific audience for a particular purpose while arguing a central thesis.

5.       What kinds of informal writing will you use in the course? (For example, you might use reading journals or logs, focus questions or discussion topics, short in-class responses to lectures or readings, invention and pre-writing for formal papers.)

a)    focus questions. Each day students will design and bring to class one question on the assigned act or acts of the play we will discuss that day. See syllabus.

b)    in-class freewriting to decide on the play each student will examine all semester in the analytic essay, annotated bibliographies, and final scholarly essay.

c)     in-class freewriting on each of the two days when annotated bibliographies are due to focus thinking about the play the student is examining and to begin thinking about an audience and purpose for the final piece. The second freewrite is intended as a pre-draft exploration of audience, purpose, thesis, possible research sources, and effective writing strategies for the scholarly essay.