Plan for Writing Instructors in the First Year Seminar

These principles and guidelines are intended as a supplement to the “New University Core Curriculum” document and the criteria for the First Year Seminar. As the University Core Curriculum document notes, The FYS and writing instructors work together to develop essay topics that reinforce conceptual objectives of the course. The writing instructor works with students to provide guidance in presenting, developing, and revising their ideas, as well as toward the stylistic objectives of clarity, coherence, and control. The FYS instructor consults with one or more members of the academic library staff to ensure that the course syllabus meets expectations for information literacy, thus introducing students to basic literary usage and research skills.

1. General principles:
   - A faculty member may not “opt out” of having a writing instructor assigned to their First Year Seminar (FYS).
   - There are multiple possible models the faculty member may choose for the role of the writing instructor in the FYS.
   - The writing instructor may not be used primarily as a grader.
   - Writing instruction should fit the course content and learning outcomes of the FYS.
   - Writing instructors should have direct contact with students.

2. Proposed guidelines:
   - Student work products:
     - As noted in the defining criteria, at least 50% of the course grade should be based on assessed academic writing.
     - In addition, writing assignments in the FYS should involve multiple drafts, which are revised based on feedback.
   -Working with students:
     - The writing instructor’s interactions with students may take various forms including (but not limited to) direct instruction in the classroom, workshops outside of class, draft feedback provided during individual consults with students, communication via various electronic means, or a combination of some or all of these.
   - Time commitment:
     - Averaging across the semester, the writing instructor should spend no less than four (4) and no more than seven (7) hours per week on a single FYS section. The time commitment in a particular section of FYS would be specified by the full-time faculty member. Time spent could include course preparation; attending class sessions; individual consults (or other forms of interactions) with students, and coordinating meetings with the faculty member.