**WAC Digital Initiative: Writing Intensive Certification - Course Outline**

**Each month:**

* Watch the faculty workshop
* Post one comment on the [WAC Digital Initiative OpenLab site](https://openlab.citytech.cuny.edu/wacdigitalinitiativeswritingintensivecertification/) responding to the discussion prompt.
* Respond to at least one of your colleagues' comments.
* Work with your WAC fellow to complete the portfolio assignment.

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| **September:** [**Designing Effective Assignments**](https://www.dropbox.com/s/5adtqjr04rmruhy/Designing-Effective-Assignments-9-19FINAL.mp4?dl=0) | **Discussion: What kinds of formal writing do you assign your students? What is one informal writing assignment you might incorporate into your schedule that would help students learn course content?** | **Portfolio Assignment: Revise one of your formal assignment sheets to incorporate scaffolding** |
| **October:** [**Avoiding Plagiarism**](https://www.dropbox.com/s/sew2gvkldhd8hou/Plagiarism-Oct-18-2017%20narration.mp4?dl=0) | **Discussion: What types of plagiarism do you encounter or anticipate encountering in your courses? How can you craft your policies, syllabus, and / or assignments so that your course is more plagiarism-resistant?** | **Portfolio Assignment: Revise one of your assignment prompts to make it plagiarism resistant and plan out the scaffolded components you might use leading up to its final form.** |
| **November: Effective Grading and Minimal Marking** | **Discussion: What aspects of grading feel the most useful for you and productive for students, and what are the areas of overlap?** | **Portfolio Assignment: Create a grading matrix for your low and high-stakes assignments, indicating what kinds of minimal marking techniques you could implement for each. Draft a peer review plan that works for your classes** |
| **February:** [**The Creative Classroom**](https://www.dropbox.com/s/79rudvehzgx5iyn/Creative-Classroom%202016%20Final.pptx?dl=0) | **Discussion: Think about a concept that your students have a difficult time grasping. How might you incorporate active learning techniques to teach that concept in the future?** | **Portfolio Assignment: Choose two active learning activities from the lists in the slides or the (longer) list in the handout and draft a lesson plan for each that would work for an existing or future course.** |
| **March:** [**WI Syllabus Design**](https://www.dropbox.com/s/fx9kkzmzhgx5uh1/WI%20Syllabus%20Workshop%2C%20FINAL.pptx?dl=0) | **Discussion: What are your current course objectives and how do you use writing (low and high stakes assignments) in your classroom to achieve them?** | **Portfolio Assignment: Revise three of the current course objectives on your syllabus to reflect how you use writing in the classroom.** |

**In order to complete the certification process:**

* By the end of the academic year, compile a portfolio of your revised materials, drawing from the monthly portfolio assignments (one informal assignment, one formal assignment, and your WI syllabus).
* Include a two page cover letter reflecting on the digital certification process ([**guidelines**](https://openlab.citytech.cuny.edu/?get_group_doc=21591/1510252602-CoverLetterGuidelines.docx)) **or** attend the year-end WAC colloquium in May (details to come) to share your materials.
* Teach your WI course using these revised materials, continuing to work with a WAC fellow.