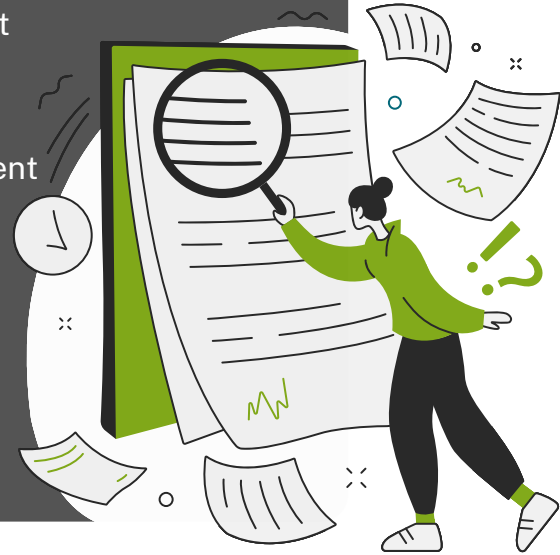# Introduction to WEC Writing Plans

A **WEC writing plan** is a collaboratively designed document which maps ways in which writing can be integrated into the curriculum by surfacing faculty writing expectations and translating these into teaching, learning and assessment intentions across academic modules and programmes.

The process through which a plan is developed can vary but key shared features are collaboration, discussions, the use of data, sensitivity to context and existing writing requirements, and agreed review or verification processes.

Stages in writing plan development - University of Minnesota

Collaborative Meetings: Writing plans at the University of Minnesota are developed through meetings with faculty and writing specialists.

Three-Stage Approach: The process involves creating, implementing, and assessing writing plans.

Customised Implementation: Plans are tailored to specific departments and disciplines, allowing for context-specific and discipline-sensitive integration.

Faculty-Driven Process: Writing plans are faculty-driven and regularly assessed and revised to reflect relevant writing definitions and course structures.

Submission Guidelines: The University provides guidelines for faculty on how to develop and submit writing plans (University of Minnesota, Writing-Enriched Curriculum).

Evaluation Criteria: Plans are evaluated based on engagement, feasibility, alignment with assessment, and sustainability.

Listed Writing Plans: Departmental writing plans are available on the University's website, showcasing shared elements such as desired writing abilities, writing integration, and student writing assessment.

(See University of Minnesota WEC Model)

Questions to consider in WEC writing plans

Hobart and William Smith Colleges note that writing plans address a number of questions that serve to articulate what it means to write in a discipline. With this clarification, writing can be incorporated as part of curriculum design.

Questions that the Colleges WEC approach considers include:

- ❓ 'How can writing in this major be characterized?

- ❓ What writing abilities should students in the major be able to demonstrate upon graduation?

- ❓ How can writing instruction be most effectively sequenced into the major's curriculum so that graduating students are able to demonstrate desired writing abilities?

- ❓ What assessment strategies would the faculty like to see in place?

- ❓ What sorts of support do faculty need in order to achieve the optimal integration of writing instruction?'

(Hobart and William Smith College WEC)

Using templates

Florida Atlantic University shares the template which they use for their writing plans on the WEC Initiative pages of their website. That template seeks general information on the department and a documenting of the WEC process. It also notes the WEC programme description which is divided into seven distinct but related sections. The sections consider writing characteristics and abilities, integration of writing, assessment and learning outcomes as well as referring to aspects of the WEC process.

References

Florida Atlantic University (n.d.). 'Writing Enriched Curriculum Initiative'. Accessible at: https://www.fau.edu/wac/wec/wecindex/

Hobart and William Smith Colleges (n.d.). 'Curriculum: Writing Enriched Curriculum'. Accessible at: https://www.hws.edu/offices/oafa/curriculum/writing/default.aspx

University of Minnesota (n.d.). 'WEC Model'. Accessible at: https://wac.umn.edu/wec-program/wec-model

University of Minnesota (n.d.). 'WEC FAQs'. Accessible at: https://wac.umn.edu/wec-program/wec-faq

Writing-Enriched Curriculum (WEC) is a Maynooth University Centre for Teaching and Learning (CTL) professional learning and curriculum initiative towards supporting students as writers.

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