

13-215
 LSC: App- 4/21/14
 UWUCC: App- 4/22/14
 Senate: App- 4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

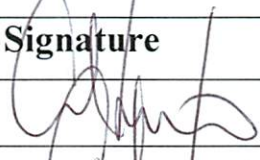
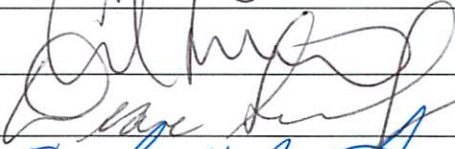

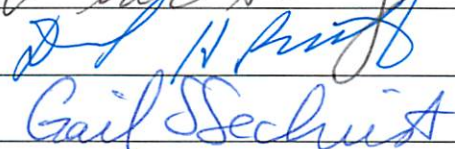
Professor Carl Luciano

Department Biology

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		4/8/14
Department Chair		4/8/14
College Dean		4/9/14
Director of Liberal Studies		4/21/14
UWUCC Co-chair(s)	Gail Sechrist	4/22/14

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 Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Carl Luciano DEPARTMENT Biology

List up to three of the W courses that you have taught since your appointment as a Type I professor.

BIOL 263 Genetics

BIOL 466 Principles of Virology (currently teaching)

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

BIOL 466 Principles of Virology

Exam questions: Students take 3 exams in the course. Most of the exam grade is derived from written answers to 10-15 questions. The point of this writing is for students to show that they can use critical thinking and scientific arguments to provide reasonable answers to well-focused questions. In this assignment, students use writing to demonstrate their knowledge of content information and their ability to organize that information into a coherent answer or argument.

Literature review/term paper: Students choose a virology-related topic of interest to them, search the recent literature on the topic and write a 10-15 page review of the topic aka the “term paper”. One point of this assignment is to familiarize students with the current literature in virology and in the way that virologists think. From a writing point of view the purpose of the assignment is to stimulate synthesis. In this context I want the students to show their ability to synthesize by bringing together, organizing and explaining a fairly large and complex body of facts and ideas from the literature. I also want students to include examples drawn from their learning experiences in other classes or in real life outside the classroom. In addition, student must write the term paper using an accepted professional style (the Journal of Virology). Writing in this way is not only good training for those who will one day become professional scientists, it is an excellent way for all students to learn to focus their thoughts and to make them think critically about their work, in whatever area it might lie.

Journal article reviews: Students select a pertinent article from the recent virology literature (not related to term paper), read the article and write a one-page summary of the article. The intent of these writing assignments is to have students extract the crucial information from the article and then to condense and summarize it in a short statement or “take-home message”. To succeed in this assignment, students have to think critically about what is the most crucial set of data in the article and focus their efforts on that particular set. In short, students have to make decision and then use writing to explain their rationale.