

Call for Nominations: WAC Awards

Submission deadline: Monday, February 19, 2024, 5:00 p.m.

The Writing Across the Curriculum (WAC) Committee is currently accepting nominations for the following two awards:

- The **Student** Writing Across the Curriculum Award (awarded to a student who submitted outstanding work in a WI course)
- The **Faculty** Writing Across the Curriculum Award (awarded to an instructor who has developed one or more WI courses that exemplify the ideals and philosophy of the WAC program)

Award Criteria

- **Student nominations**
 - Faculty may nominate one student per WI course to the WAC committee
 - Nominations are for the prior spring and fall semesters
 - Information packets should address items in the following areas (see Student Rubric)
 - Depth of Understanding
 - Originality
 - Engagement
 - Organization
 - Student winners for the past two years are not eligible for nomination
 - Student winners receive a \$50 prize
- **Faculty nominations**
 - Students, faculty members, or deans may nominate WI trained faculty members
 - Self nominations by WI trained faculty are acceptable
 - Nominations are for the prior spring and fall semesters
 - Information packets should address items in the following areas (see Faculty Rubric)
 - Engagement
 - Contribution to Student Learning
 - Originality
 - Reflection – WI courses, teaching, and learning
 - Current members of the WAC committee are not eligible
 - Faculty winners receive a \$500 prize

Submissions

Information packets should include:

- **Student nominations**
 - One writing assignment completed by the student
 - Writing prompt for the assignment
 - Brief statement of nomination from the faculty member
- **Faculty nominations**
 - Course syllabus
 - Writing prompts
 - Short reflection essay on the WI course experience

Information packets should be submitted by **5:00 p.m. on Monday, February 19, 2024** to writing@berry.edu.

Criteria for WAC Student Award

The WAC Awards Subcommittee will use the Student Rubric as a guide to selecting the winners of the Student Writing Across the Curriculum Award.

Criterion	Superior (3)	Acceptable (2)	Improvable (1)
Depth of Understanding	Writing assignment exhibits precise comprehension of the course content	Writing assignment exhibits a credible comprehension of the course content	Writing assignment exhibits a competent comprehension of the course content
Originality	Presents topic/thesis in a sensible but unexpected way	Presents topic/thesis in a sensible way occasionally marked by the unexpected	Presents topic/thesis in a conventional way
Engagement	Writing leads designated audience into a deeper consideration of topic/thesis	Writing outlines a deeper consideration of topic/thesis	Writing does little to look beyond the scope of topic/thesis or relate content to the designated audience
Organization	Purpose clearly stated and developed; specific examples are appropriate and organic to the purpose; introduction admirably sets up topic/thesis; good transitions between developing points; conclusion ties up the whole	Purpose developed somewhat loosely; introduction sets up topic/thesis; basic transitions between developing points; conclusion does more than merely summarize	Purpose is unclear; needs better transitions; weak conclusion; lack of sufficient revision

Criteria for WAC Faculty Award

The WAC Awards Subcommittee will use the Faculty Rubric as a guide to selecting the winners of the Faculty Writing Across the Curriculum Award.

Criterion	Superior (3)	Acceptable (2)	Improvable (1)
Engagement	Writing assignments actively engage students at a very high level of critical and analytical thinking. To fully complete the assignment, students must look beyond the scope of the problem.	Writing assignments engage students at a moderately high level of critical and analytical thinking. Students may complete the assignment without having to look far beyond the scope of the problem.	Writing assignments engage students in critical thinking. Students may complete the assignment without having to look beyond the scope of the problem.
Contribution to Student Learning	Writing assignments are a central part of the course and enhance content understanding at a superior level.	Writing assignments are an integral part of the course, but may not carry as much weight as other assignments. The level of content understanding is enhanced but not at a superior level.	Writing assignments offer contributions to content understanding.
Originality	Very original assignments that use unexpected methods to take full advantage of the learning experience.	A moderate level of originality is apparent. A good variety of methods to aid student learning.	Writing assignments show some originality. Designed to aid student learning in a more traditional way.
Reflections - the WI Course Experience	A short essay that reflects on the integrated nature of WI courses at a broadly based liberal arts college.	A short essay reflecting primary and secondary course effects on students and professors.	A short essay reflecting the primary effects of the course on students and professors.