

Writing-Intensive Course (WIC) Information Form

Please consult the WIC Guidelines as you respond to each item on this form.

Effective Term: Fall 2016

Course Subject and Number: NURS 47001 **Credit Hours:** 3

Course Title: Capstone for Professional Nursing Practice

New Proposal

Revised Proposal (If revised, attach copy of previous WIC Information Form.)

Complete a Course Catalog Update workflow. Separately, attach master syllabus for the course to this form before submitting. The *course objectives* section of the syllabus must include the *goals of the writing component*, and *grade percentages* on written assignments must be clearly stated on the syllabus.

1. Describe the *writing assignments* for this course, including the *nature* and *extent* of each assignment. (Guidelines: Items 2, 3, 5)

There are 6 discussion board responses/participation worth approximately 23 points each. (Totals 45% of the final grade.) Postings are expected to reflect the course objectives, assigned readings, and lectures. To earn full credit for the assignment, the student must use correct grammar and provide references in APA format.

The second writing assignment is the Capstone Proposal Paper outline (25 points) and peer review (25 points). The purpose of this assignment is to demonstrate synthesis of course content related to your Capstone topic. Peer review is to provide individual students feedback regarding capstone project by peers. It allows peers to reflectively and constructively work with others in the course. (Total 50 points of the final grade; 15% of final grade).

The third writing assignment is the professional portfolio. All of the nursing courses require submission of papers and documents that require and demonstrate the nursing student's professional development. This compilation provides a process to self-reflect on the professional development, goal setting, creativity, and professional program objectives. (Total 20 points).

The final writing assignment is the Capstone Proposal Paper. The student will develop a written proposal paper for their capstone topic of choice. This proposal is derived from evidence-based practice that will enhance clinical outcomes and should demonstrate a link between research and practice. The paper is expected to be 6 to 8 pages in length and written in APA format, which is the most common writing style for the profession of Nursing. (Paper is worth 65 points, 20% of the total grade.)

2. Explain how the writing assignments are *representative of writing in this discipline* and how writing assignments are *integrated into the course content*. (Guidelines: Item 2)

Both the discussion postings and paper will reflect content learned in the course. Weekly

discussion postings will provide opportunities for students to reflect on course content, seek out additional information, and respond to other student's opinions. This will be similar to what a practicing nurse will experience in the health care environment when a practice issue is present in a clinical setting or is in question or is not following current evidence base practice standards. The Capstone project paper will then serve as the formal approach needed to change policy at the local or national level.

3. In what ways does the course *provide instruction* on the elements of writing in the discipline (identified above in item two)? (Guidelines: Item 2)

Students will be given feedback each week in the form of comments and grading on the discussion postings. The Capstone project paper will be graded using the rubric included in the syllabus. There will be a draft submission with formal feedback, peer review, and the final grading comments.

4. Which writing assignment(s) provide an opportunity for *revision prior to grading*? (Guidelines: Item 4)

The Capstone project will first need formal approval of topic (graded) by faculty. An outline of the project will be graded and, once revisions are made by the student, the final paper will be submitted for final grading.

5. Describe the instructional methods that will be used to provide *guided revision* on the draft document(s) *prior to assigning a grade*. (Guidelines: Item 4)

The purpose of the graded discussion postings is to prepare students to write professionally as a nurse. Beginning week one, students will be provided comments and suggestions to improve their writing skills. For the formal paper, the draft is graded to encourage students to submit quality work, however, once the corrections suggested by the peers and faculty are made, students have the opportunity to earn full credit in each section.

6. What *elements of writing* are included in the *assessment* of the student's writing performance? (Guidelines: Item 5)

The writing elements of the Capstone Project paper include:

- Historical background of the issue (Literature review)
- Relevance to Nursing
- Stakeholders role
- Context of capstone project change
- Research support for suggested change
- Methods of evaluation for suggested change
- Dissemination of potential outcomes related to change
- Writing style (APA), references, correct grammar, punctuation, and paper structure

- 7. What *percentage of the final course grade* is based on *each individual writing assignment* and what is the *total percentage of the final course grade* that is based on writing? If the final grade percentage is below 50 percent, what efforts have been made to meet this standard? Why should an exception be approved for this course? (Guidelines: Item 5)

The total points in this course is 350 points, 160 points are based on the discussion board postings (including midterm reflection and weekly (6) peer review posts and 65 points are included on the Capstone project paper. The portfolio is included as writing and worth 20 points.

- 8. What is the expected class size? If expected class size will be above 25, what efforts have been made to meet this standard? In what ways will the writing-intensive nature of the course be maintained with the larger class size? (Guidelines: Item 4)

Class size will be targeted at 20-25 students per section.

- 9. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Undergraduate Nursing courses taught on 5 campuses have course coordinators to assure course consistency. Course faculty meet at least once per semester to discuss course syllabus, assignments, and grading. All faculty have input on any syllabus changes.

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Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as WIC* _____