

### #WriteOnFAMU

# 2018 Writing Across the Curriculum Summer Institute Proposal Application

#### **PURPOSE**

Florida A&M University's Quality Enhancement Plan (QEP), **#WriteOnFAMU**, seeks to create a culture in which students become actively engaged in their learning through writing proficiency. **#WriteOnFAMU** will build a campus climate in which faculty are encouraged and supported to teach with high-impact educational practices and create opportunities for students to enhance their writing proficiency, reflect on their own writing, and provide meaningful feedback to their peers.

Written communication skills proficiency is a priority at Florida A&M University. The University's mission statement stresses the importance of fostering "a student-centered environment consistent with its core values." The faculty at FAMU are committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. This emphasis is further supported by Strategic Priority 1 in the 2017-2022 Strategic Plan: "FAMU Rising," which focuses on "providing our students with a high-quality education, an exceptional student experience, and every available advantage to succeed while enrolled and after graduation."

Our QEP will focus on enhancing student access to and participation in these practices, with the following outcomes guiding our strategies and implementation:

#### Learning Environment Outcome

 The University will develop a culture of writing by enhancing resources and learning environments to improve writing proficiency.

#### Faculty Outcome

 Faculty will incorporate high impact pedagogies and provide co-curricular experiences that improve written communication skills.

#### Student Learning Outcome

 Students will be able to effectively express thoughts and synthesize ideas using standard English and appropriate vocabulary in quality written documents related to their disciplines.

The Writing Across the Curriculum (WAC) Summer Institute will utilize in-depth trainings, interactive dialogues, and collaborative visioning exercises to foster personal and professional growth for faculty who will serve as instructors of writing-intensive courses. Selected fellows will receive compensation for deploying a newly designed course. Prospective participants are required to submit the following documents:

WAC Summer Institute Application (See attached)
Proposal abstract (See Section IV)
Syllabus for the course to be redesigned
Sample course assignment with student learning outcomes



#### WHO SHOULD APPLY?

To participate in the WAC Summer Institute, an individual must satisfy the following criteria:

Full-time, tenure-earning faculty member (if applicable) or instructor Teaching the proposed course during the fall or spring semester Propose a course that appears on the current program curriculum

#### SUBMISSION PROCESS

All applications and supportive documents are due by April 27, 2018. Applications should be submitted electronically to wac@famu.edu All applications are reviewed by the QEP Advisory Committee Selected WAC participants will be notified by May 4, 2018.

#### REQUIREMENTS

All selected participants:

Must be prepared to redesign a course to meet the requirements stipulated for a writing enhanced course

Must have proposed course approved by the QEP Advisory Committee

Must attend all scheduled workshops and complete assignments before end of the WAC Institute

Must agree to provide pre and post data from course redesign implementation

#### **SCHEDULE of EVENTS**

April 27, 2018 - APPLICATIONS DUE
May 14, 2018 - June 22, 2018 - WAC Institute\*
August 2018 - WAC Institute Showcase

\*Participants will meet twice a week for an hour and a half. Meeting dates and times will be selected by participants.

## **APPLICATION**

**Instructions:** Complete Sections I – V and provide additional documentation as required.

First Name	Last Name		Title (Dr., Mr., or Ms.)	
Academic Rank	College/Sc	hool	Department/Program	
Alternate Email	Immediate	Supervisor	Total Years at FAMU	
How would you best describe your willingne adopt new strategies for teaching your courses' (Check one.)	or Stick wit	it! ad of the herd! h the herd!	☐ Stick with what's proven!☐ Just say no!	
	tional Dealerray	~ d		
	tional Backgrou	nd Degree Pursued/Earne	Completion Date	
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SECTION III – Prof	essional Develo	Degree Pursued/Earne	ea .	
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SECTION III — Prof	essional Develo	Degree Pursued/Earne	ea .	
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SECTION IV – COURSE SUMMARY

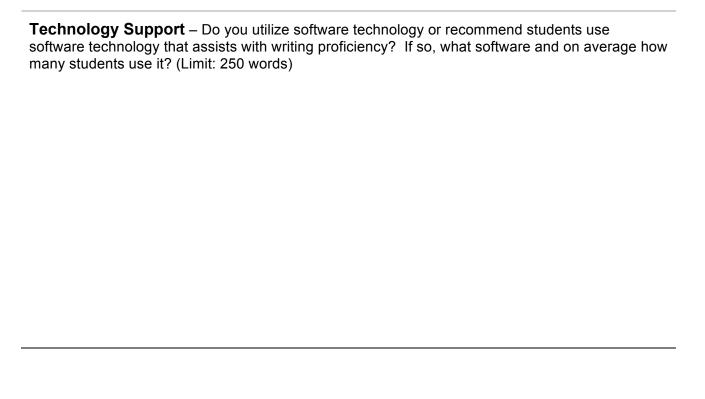
Course Description: Provide a brief summary of the course. (Limit: 50 words)

Course Elements: Is the proposed course a writing intensive course? (Check one)  ☐ YES, and looking to further enhance it!  ☐ NO, but want to enhance it!						
Course Classifi	cation:					
☐ Barrier	☐ General Education	☐ Upper Division	☐ Professional Service			
Course Pre-req emphasize writing	uisites – Identify the cou	rse pre-requisites and v	which of those courses			
	ements – Consider the escribes anticipated cou		and provide a concise			
proficient Which stu enhanced Based on	ments of your course dir in writing? ident learning outcome( I if students were more p your discipline or profestal requirement for pros	s) (associated with the proficient in writing? ssional field, is written	ne proposed course) might be			

Do any of the student learning outcomes for the proposed course address career skill requirements or professional communication requirements?

SECTION V -	ABSTRACT			
participant. Include course will impact		of instruction you intening proficiency. NOTE:	istructional goals as a d to upgrade, vision for how Please note if this initiative v	will
Teaching Experthat apply.)	rience – Select the type o	of courses you have ex	perience teaching. (Check al	I
☐ Barrier	☐ General Education	☐ Upper Division	☐ Professional Service	
•	sis – How often is writing you currently utilize to imp	•	amental skill in your course, a ills? (Limit: 250 words)	nd

**Student Learning Outcomes** – Are your current student learning outcomes aligned with competencies that address writing proficiency? (Limit: 250 words)



Thank You!