

#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.

SECTION I - General Information

First Name

Last Name

Title (Dr., Mr., or Ms.)

Academic Rank

College/School

Department/Program

Alternate Email

Immediate Supervisor

Total Years at FAMU

How would you best describe your willingness to adopt new strategies for teaching your courses?

(Check one.)

- Just try it!
- Get ahead of the herd!
- Stick with the herd!

- Stick with what's proven!
- Just say no!

SECTION II – Educational Background

Institution

Field of Study

Degree Pursued/Earned

Completion Date

SECTION III – Professional Development

Institute/Short Course Title

Organization

Completion Date

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 Classification:

- Barrier General Education Upper Division Professional Service

Course Pre-requisites – Identify the course pre-requisites and which of those courses emphasize writing.

Course Enhancements – Consider the following questions and provide a concise response that describes anticipated course enhancements.

- What elements of your course directly or indirectly require a student being proficient in writing?
 - Which student learning outcome(s) (associated with the proposed course) might be enhanced if students were more proficient in writing?
 - Based on your discipline or professional field, is written communication a fundamental requirement for prospective employers?
 - Do any of the student learning outcomes for the proposed course address career skill requirements or professional communication requirements?
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SECTION V – ABSTRACT

Teaching Goals – Provide a concise narrative describing your instructional goals as a participant. Include the course title, modes of instruction you intend to upgrade, vision for how course will impact student learning and writing proficiency. NOTE: Please note if this initiative will assist in meeting licensure requirements. (Limit: 250 words)

Teaching Experience – Select the type of courses you have experience teaching. (Check all that apply.)

Barrier General Education Upper Division Professional Service

Writing Emphasis – How often is writing emphasized as a fundamental skill in your course, and what methods do you currently utilize to improve student writing skills? (Limit: 250 words)

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

Technology Support – Do you utilize software technology or recommend students use software technology that assists with writing proficiency? If so, what software and on average how many students use it? (Limit: 250 words)

Thank You!