



2019 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 is 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 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 writing across the curriculum best practices.

QEP Student Learning Goal: Provide students with multiple opportunities throughout their matriculation to engage in writing activities that improve their written communication skills.

Student Learning Outcomes:

Students will be able to:

- produce coherent written documents to express their thoughts for a variety of contexts/situations;
- construct quality written documents using Standard English and appropriate vocabulary; and
- synthesize ideas to develop written documents related to their disciplines.

The Writing Across the Curriculum (WAC) Summer Institute will utilize in-depth training sessions, interactive dialogues, and collaborative visioning exercises to foster personal and professional growth for faculty who will serve as certified Writing Enhanced Course instructors. 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
- Preference will be given to faculty members teaching general education courses
- 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 February 15, 2019.
- Applications should be submitted electronically to wac@famuedu.
- All applications are reviewed by the QEP Faculty Development Subcommittee.
- Selected WAC participants will be notified by March 1, 2019.

REQUIREMENTS

All selected participants:

- Must be prepared to redesign a course to meet the Writing Enhanced Course certification requirements.
- 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

- **March 15, 2019 – Applications due**
- **March 31, 2019 – Notification of selected fellows**
- **May 20, 2019 – June 21, 2019, WAC Summer Institute**
- **June 21, 2019 - WAC Summer Institute Showcase**

***Participants will meet twice a week for an hour and a half. Meeting dates and times will be selected by participants. Weekly attendance is mandatory. Participants will be compensated for participation. Please email wac@famuedu for more information regarding attendance requirements.**

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.)
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Academic Rank	College/School	Department/Program
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Alternate Email	Immediate Supervisor	Total Years at FAMU
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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
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SECTION III – Professional Development

Institute/Short Course Title	Organization	Completion Date
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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 Classification:

Barrier General Education Upper Division Professional Services

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)
