

**Faculty Member Proposal focusing on the Integration of Writing
into Course Offerings
Academic Year 2010-2011**

The Writing Board, established by the Provost with support from the Undergraduate Council, is charged with developing a long-term plan for establishing Writing in the Disciplines (WID) at UMBC. The creation of this board is in response to one of the recommendations put forth by the Honors University Task Force.

Together, the Writing Board and the Provost's Office provide faculty with the opportunity to develop a plan for integrating more writing into departmental courses. There is modest funding available on a competitive basis for faculty interested in developing and teaching a writing intensive course (s). (For more suggestions about what writing-intensive courses should include, review the attached guidelines at the end of this proposal form.)

For AY 2010-11, individuals may be awarded grant funding in amounts up to \$2,000.

Interested individuals should complete the Proposal Form and return it to Jill Randles, ADMIN 907 or via e-mail at jrandles@umbc.edu. The Writing Board will review all proposals and select the recipients.

DUE DATE: For AY 2010-2011 is Thursday, October 14, 2010

Grant Application by an Individual:

- A. Applicants Name: _____
- B. Phone Number: _____
- C. Department: _____
- D. E-Mail: _____

Chairperson's Signature: _____

Signature of the Chair indicates that the applicant has the department's support in expanding their work in the area of writing with the expectation that the applicant will share the outcomes of their efforts with others in the department and at a WI event.

Proposal Content

1. Describe where you are in the development of a writing intensive course.
2. Please discuss how you will utilize writing to assess student learning. In what way will writing be used to further develop students' understanding of the material related to your discipline?
3. Please share a timeline to accompany your plan. When will you be able to report to the Writing Board that your plan has been enacted and assessed? How will you share your process and efforts with other members of your department in order to enhance the experience of writing within your discipline?

Guidelines for Writing-Intensive Courses

Center for Teaching, Learning, and Writing at Duke University

<http://www.ctlw.duke.edu/>

Guidelines for the W Courses: The aim of the Writing-in-the-Disciplines program is to engage undergraduates in writing as a form of critical inquiry and scholarly research. This means that the work students do as writers needs to be a visible and an integral part of a writing-designated course, and, ideally, would be a factor in 20-25% of the final grade. Students in such courses should thus expect to:

Write frequently throughout the term

Students should be given regular practice in and comments on their writing. Assignments might take various forms, including, for instance, a series of brief response papers, or several mid-length papers, or a longer research project divided into sections.

Discuss the work they are doing as writers at various points during the term

Students might present papers seminar-style to the class, collaborate on assignments, post research on the web, or otherwise read and respond to one another's work.

Reflect on and improve their work as writers

Students might revise some of their writings in response to comments from their instructor, or write a series of papers in response to a set of linked topics or issues, or draft proposals for or submit sections of longer projects, or expand short response papers into longer essays.

Consider the roles and uses of writing in the discipline they are studying

Students might analyze the structures of various genres of writing (critical essay, lab report, research article, policy memo, etc.), become familiar with standard forms of documentation, or discuss some of the characteristic styles of argument and discourse in the field.

The sort of course that would not fit these guidelines would be one, for instance, in which the only appearance of writing was a research paper due at the end of term, or one in which writing was used largely as a means of evaluation - that is, a course in which essays or papers were occasionally assigned in the place of tests or other projects but which did not provide occasions for students to discuss or revise their work as writers. The key is to imagine a course in which student writing is, itself, a focus of study. So long as that criterion is met, our hope is that faculty will develop courses that are as diverse as possible in the topics they explore, the forms of critical and scholarly writing they encourage, and the modes of inquiry, research, and conversation they promote.