

The Mānoa Writing Program  
Mission, Goals, Learning Outcomes, Course Hallmarks

### **MISSION**

The mission of the Mānoa Writing Program and the Writing Focus Board is to make writing beyond the introductory writing course an important part of every student's undergraduate education. To accomplish this mission, the Program and Board support writing-centered ("writing-intensive") classes in all disciplines across the campus. In writing-intensive (W) classes, students learn to write in ways that promote effective communication, support learning, and conform to conventions of specific fields.

### **GOALS**

#### *Program-based*

- a) The Program and Board will recruit instructors to teach W classes and work to assess and improve the quality of W classes in all disciplines.
- b) The Program and Board will guide departments to ensure that enough W classes are offered in all disciplines to meet student need.

#### *Student-based*

Through multiple W classes,

- a) students will write effective text.
- b) students will learn to write in the primary genres of their chosen fields, following appropriate conventions.
- c) students will develop strategies for effective writing.
- d) students will learn to use and value writing as a tool for learning.

### **STUDENT LEARNING OUTCOMES**

Through multiple W classes students will 1) be able to write effective texts, 2) learn to write in the primary genres of their chosen fields, following appropriate conventions, 3) develop strategies for effective writing, and 4) learn to use and value writing as a tool for learning. Specifically, students can:

#### *1. Write effective texts*

- 1.1 write a final draft that is well-focused, effectively organized, and precise in its language.
- 1.2 edit their written work so that it is reasonably free from errors of usage, mechanics, and spelling.
- 1.3 appropriately incorporate (and credit) source materials.

#### *2. Learn to write in the primary genres of their chosen fields*

- 2.1 identify the primary genres of their field, describe identifying characteristics, and write in at least one of the genres.
- 2.2 use vocabulary appropriate for field-specific texts.
- 2.3 follow the writing, documenting, and formatting conventions that are appropriate to a field.

#### *3. Develop strategies for effective writing*

- 3.1 define purpose and audience for various writing tasks.
- 3.2 describe processes for composing an effective piece of writing.
- 3.3 revise a draft purposefully.

#### *4. Learn to use and value writing as a tool for learning*

- 4.1 use writing to build and expand their understanding of a topic.
- 4.2 use writing to consider different ideas or viewpoints on a topic.
- 4.3 explain to others how writing can be used as a tool for learning.

**HALLMARKS OF WRITING-INTENSIVE COURSES**

The W Faculty Board use these Hallmarks when evaluating proposals for the Writing-intensive designation.

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction between the instructor and students while students do assigned writing.
3. Written assignments contribute significantly to each student's course grade.
4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
5. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students.

*Explanatory notes*

- Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.
- Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.
- Only students who satisfactorily complete the writing assignments should be allowed to pass the course with a "D" or better. Thus, the Board recommends that writing assignments count for at least 40% of the course grade. Alternatively, the Board recommends that if writing assignments count less than 40%, the course instructor state explicitly on the syllabus that "students must adequately complete all writing assignments to pass the course with a 'D' or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit."
- The types of writing assigned will vary and may include formal and "informal" (writing that is not revised) writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, reaction papers, etc.