

Foundations Course Designation Proposal: *Written Communication*

UH Mānoa departments are invited to complete this proposal form for any 100- or 200-level course that meets the Foundations Written Communication (FW) Hallmarks. Departments are encouraged to contact the General Education Office early in their proposal development so that consultation can be arranged with the Foundations Board.

Departments are also encouraged to submit proposals prior to the deadlines listed below to provide sufficient time for the negotiation process that is sometimes necessary to secure approval for the desired start term.

Proposal forms – including all applicable supporting documentation – may be submitted to the General Education Office in either of the following ways:

1. Hard copies delivered in-person or via campus mail to Bilger 104
2. Electronic copies emailed to gened@hawaii.edu

**Deadlines: Monday, September 30, 2019 for Summer or Fall 2020 effective term
Tuesday, February 18, 2020 for Spring 2021 effective term**

REQUIRED INFORMATION

A. *Course information.* Subject _____ Course number _____
(e.g., "ANTH")

If the course is cross listed, provide the cross-listing: Subject _____ Course # _____

Course title: _____

B. *Course description.* Submit a copy of the official course description. The course description must reflect the FW Hallmarks.

C. *UHM Form.* If this is a new course, please ensure you submit a completed UHM-1 form to the OVCAA by the published deadline. If any modifications are being made to the course, please submit a completed UHM-2 form. For more information, visit: https://manoa.hawaii.edu/ovcaa/planning_approval/course_approval.html

D. *Course syllabus.* Submit the master syllabus, including a calendar of topics, readings, and major assignments, that will be used as the course framework. If multiple instructors teach the course and use varying texts and/or assignments or will offer the course in an online format, include all representative syllabi.

E. *Application of Hallmarks.* Provide a considered response to each of the following questions.
Please see page 4 for a full listing of the Learning Objectives, Hallmarks and Explanatory Notes.

1a. What forms of writing will be taught in the course (e.g., narrative, academic argument, literature review)?

1b. How will your introduction to these particular forms support students' development as college-level writers (e.g., in fostering writing skills needed for other college courses)?

1c. Provide a list of specific readings that will be assigned to students, and explain how these readings will reinforce the FW goal of teaching students how to write at the college level.

2a. How will assignments be designed and scaffolded to support student development throughout the writing process?

Note: The writing process is recursive in nature and includes the practices of planning, drafting, critiquing, revising, and proofreading in response to student self-evaluation and feedback from instructors and peers.

2b. How and when will students receive global and local feedback on their writing?

3. Provide a list of assignments in the course. Your list should briefly describe each assignment, outline how the assignments support the FW Learning Objectives (FWLOs) for the course, and cite the total number of words of finished prose required for each assignment.

Note: Exam essays do not count, and only final graded prose, not multiple drafts, can be counted toward the total number of words.

Assignment Name	Brief Description	Link to FWLOs	Number of Words of Finished Prose

4. Describe the methods instructors will use to help students develop information literacy, that is, learn to properly select, evaluate, summarize, synthesize, and cite sources in their writing. Include a summary of resources instructors will utilize in helping students develop information literacy, such as workshops, readings, multimedia, assignments, etc.

Skill	Assignments	Resources
Select		
Evaluate		
Summarize		
Synthesize		
Cite		

5. What reading and writing strategies will instructors use to ensure students can effectively articulate their own views while engaging with and properly citing relevant outside sources?

F. *Assessment.* Include a summary of your assessment plan that clearly addresses the following questions:

i. How will instructors assess student competencies in meeting the FW Learning Objectives (e.g., rubrics, learning artifacts, etc.)?

ii. How will the department utilize assessment data to improve the course?

Note: Assessment plans do not refer to how students will be graded in the course.

Departments will be asked to summarize their assessment findings as part of the renewal application.

G. *Course coordinator.* Identify the faculty or staff member who will be responsible for all of the following:

- serving as the official contact person regarding this course;
- having detailed knowledge of course content and curriculum;
- collecting and reviewing syllabi to make sure all sections – including those conducted in an online format – are taught with adherence to the Hallmarks;
- providing professional development support as needed to instructors teaching the course.

Course coordinator's printed name
H. *Departmental Approval.*

Course coordinator's email

Campus phone

Department chair's printed name

Department chair's signature

Date

Dept. chair's email

Campus address

Campus phone

Thank you for your submission. The Foundations Board reviews all Foundations proposals to ensure that courses meet the appropriate Hallmarks and Learning Objectives. If clarification is needed, a board member will contact the course coordinator. If the Foundations Board approves the proposal, all sections of the course will be designated as satisfying the requirement and are expected to remain in compliance of the FW Hallmarks and Learning Objectives.

Please contact the General Education Office at 956-6660 or gened@hawaii.edu with any questions.

FW LEARNING OBJECTIVES

FW courses should be designed to develop facility in the scholar's approach to research and writing by beginning with a research question, identifying and interrogating sources in order to understand what has been written about the topic in question, and then developing an argument that takes a clear position.

Students will be able to:

- FWLO1. Identify the purpose, audience, major claims, and kinds of evidence offered in a variety of texts;
- FWLO2. Participate in academic discourse, as well as other forms of writing, by producing text with a clear purpose and audience, supported by evidence acceptable to that audience and, when applicable, using an appropriate citation style;
- FWLO3. Develop recursive writing and researching processes, including identifying a controversy within a conversation or discourse community, conducting appropriate research, planning, drafting, critiquing, revising, and editing - taking into account written and oral feedback from the instructor and from peers;
- FWLO4. Demonstrate essential information literacy skills, including discovering subject-specific information and arguments, understanding how information and arguments are produced and evaluated in relevant academic communities, critically evaluating claims in sources, and using source material effectively in creating new knowledge and participating ethically in communities of learning;
- FWLO5. Locate resources for the continued support of their development as writers; and
- FWLO6. Develop credibility by using appropriate language and diction, by effectively incorporating source material, and by portraying ideas in clear and clean prose.

FW HALLMARKS

Hallmarks appear in bold; explanatory notes appear in italics.

To satisfy the FW requirement, a course will:

- 1. introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences;**
 - *The primary goal of FW classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.*
 - *The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g. summary/abstract, narrative, analysis, argument).*
- 2. provide students with guided practice of writing processes—planning, drafting, critiquing, revising, and editing—making effective use of written and oral feedback from the faculty instructor and from peers;**
 - *There should be a coherent sequence of various types of writing studied and assigned in the course. Generally, such a sequence will move from presumably simpler to more complex rhetorical tasks (e.g. from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).*
 - *Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.*
- 3. require at least 5000 words of finished prose—equivalent to approximately 20 typewritten/printed pages;**
 - *“Finished prose” is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered “finished prose.”*
- 4. help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations;**
 - *“Information literacy” includes knowledge of and competence using Internet as well as print materials.*
- 5. help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.**