**Instructor-Based Focus Designation Proposal Form Fall 2020**

Instructors should complete this form if they will be teaching in Fall 2020 and a) do not have active Focus approval for the course(s) or b) want an additional Focus designation for one of their already-approved

Fall 2020 Focus courses. (Check active approvals on the “Focus Status List” at manoa.hawaii.edu/gened.)

***Instructions.* Submit this page and the requested information** (see pp. 2-17) to the General Education Office (e-mail: [gened@hawaii.edu](mailto:gened@hawaii.edu)). Please keep the original form for your records. A Faculty Board will review the materials and contact you if clarification or additional information is needed.

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| ***Deadline:* FRIDAY, FEBRUARY 7, 2020\*** | | | | | | | Course is being offered (check all that apply): | | | | | | |
|  | | | | | | | via **Extension**. through **Study Abroad**.  **online**. | | | | | | |
|  | | | | | | | | | | | | | |
| Subject: |  | Course #: |  | Title: | | | | | | | |  | # of credits: |
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| If the course is officially cross-listed, please provide the following: | | | | | | | |  | Cross-listed subject: |  | Cross-listed course #: | | |
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| Does the course have an honors counterpart? | | | | | Yes | No | |  | |  |  | | |
| Successful proposals may be shared with faculty and departments who request a sample Focus proposal.  Initial here if you do NOT want your proposal to be shared: | | | | | | | | | | | | | |

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| **REQUIRED** (check all that apply)    FOCUS AREA(S): NEWRENEWAL1 EXISTING2  Contemporary Ethical Issues (pp. 2-5)  Hawaiian, Asian, & Pacific Issues (pp. 6-9)  Oral Communication (pp. 10-13)  Writing Intensive (pp. 14-17)  1 Focus approval is expiring; applying for renewal  2 Focus approval (including COURSE-Based) is not yet up for renewal | **IMPORTANT**  **Multiple designations require:**   1. **An integrated syllabus** that shows how all checked Focus areas will be addressed; 2. **Information** (see pp. 2-17) **for all Focus areas** checked off, *including existing instructor-based approvals,* so it is clear to the reviewing Boards how all requested Focus areas will be integrated and fulfilled;   3. **Submission by the February 7** deadline if the course will have a total of three or four Focus designations. |

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| Instructor’s printed name: |  | Signature: |  | Date: |  | Instructor’s UH #: |
| Instructor’s email address: |  | Campus address: |  | Phone #: |  |  |
| Department Chair’s printed name: |  | Signature: |  | Date: |  | Dept. Phone #: |
| Dept. contact’s name (for Focus): |  | Contact’s email address: |  | Contact’s phone: |  |  |

***Important Points to Note:***

* Courses that fulfill a Foundations requirement are not eligible for a Focus designation.
* New Focus requests are given a 3-year approval. Renewal requests receive a 5-year extension upon approval. Exception: Directed reading/research/study courses (i.e., 399 or 499 courses) receive approval for one semester only.
* This form should not be used for an unstaffed section. Department Chairs should submit the “STAFF-Based Focus Designation Proposal Form” to request a Focus designation for a section that does not have an assigned instructor.

\*Proposals received by the February 7 deadline will have first priority for review by the Faculty Boards. Proposals requesting one or two Focus designations that are submitted between February 8 and February 28 will be reviewed by the Boards thereafter, with the understanding that there may not be time for the negotiation that is sometimes necessary to secure approval. Proposals will not be accepted after February 28 except for extraordinary circumstances.

**Contemporary Ethical Issues (E or ETH)**

**Learning Objectives**

Students will be able to:

ELO1. Identify ethical issues within a given discipline or context;

ELO2. Use tools/processes/frameworks to deliberate on ethical issues;

ELO3. Express an ethical judgment that informs thinking and actions;

ELO4. Critique and evaluate their own thinking, behavior and ethical identity using ethical tools and reasoning practices.

**Hallmarks**

1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.
2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.
3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.
4. The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues.
5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.
6. The class will be numbered at the 300- or 400-level.

***Explanatory Notes***

* *The goal of E courses, at least in part, must be to equip students with some degree of proficiency in ethical deliberation. These courses should not be purely descriptive, merely characterizing, for example, the moral beliefs of person or peoples. Nor is it intended that the pedagogy be value-free, using approaches that maintain an “arms-length” relationship with current ethical issues.*
* *Course materials must be pertinent to the ethical issues under review. While well-selected philosophical and literary texts would serve, so would case studies, judicial opinions, statutes, codes of ethics (and commentaries), films, works of art, performances, as well as a broad range of other readings.*
* *Different academic approaches and methodologies can be used to give students tools for the development of responsible ethical judgments. Approaches might include small group discussions, formal debate, round-table discussions, Socratic questioning, etc.*
* *E courses may be associated with particular disciplines, professions, and larger enterprises (e.g., the ethics of human and animal research, medical ethics, bioethics, biotechnology, business ethics, engineering ethics, ethics in government, and journalistic ethics). Still others might look at ethical issues that emerge at cultural interfaces, such as war, evangelism, colonialism and multi-cultural societies, etc. Contemporary ethical issues must be fully integrated into the main course content and must be tied to activities that develop student proficiencies in forming sound ethical judgments*.

**To Request or Renew an E Designation:**

**Please provide ALL of the information requested below.** The E Focus Board will contact you for clarification if necessary.

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| 1.   Attach a course syllabus **which includes the following statement *verbatim***:  “This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully  integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of  class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments,  students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating  on ethical issues; and making ethically determined judgments.” |
| 2.   Identify the ethical decision-making framework(s) or professional code of ethics that students will learn in order to analyze and deliberate upon the ethical issues presented in the course. Provide a citation or link to the framework or professional code that will be used for this course. *For examples of frameworks, see the website of the Markkula Center for Applied Ethics (*[*https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/*](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/)*).* |
| 3.   Provide a list of the discipline-specific contemporary ethical issues – including events, movements, and case  studies – that will be studied (ELO1). For courses studying historical content, explain the contemporary relevance of the historical ethical issues. |
| 4. Describe assignments and class discussions designed to help students: a) achieve competencies deliberating on ethical issues using the course-assigned framework(s) (ELO2); b) express an ethical judgment that informs thinking, behavior, and/or actions (ELO3); and c) evaluate ethical self-identity using ethical tools and reasoning practices (ELO4).  ***If applicable:*** For courses that include participation in online discussions, explain how ethical deliberation will be facilitated in the online learning environment. |
| 5. Explain how you will assess student competencies in relation to the learning objectives for Contemporary Ethical Issues Focus courses. |
| 6. **FOR RENEWALS ONLY:** Describe which teaching strategies were most effective during this approval period,  what you learned from your assessment of student competencies in ethical analysis and deliberation, and any  planned improvements in teaching or assessment strategies. |

**Hawaiian, Asian, and Pacific Issues (H or HAP)**

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| **Systemwide Hawaiian, Asian, and Pacific Issues Hallmarks** | **Systemwide Hawaiian, Asian, and Pacific Issues Learning Outcomes** (as of 4/21/17) |
| **To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a course must satisfy the following Hallmarks:** | **Undergraduates will be able to:** |
| H1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture. | HLO1. Explain the intersection of Native Hawaiian issues with Asian and/or Pacific Islands issues. |
| H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage learning that comes from the cultural perspectives, values, and world views rooted in the experiences of peoples indigenous to Hawai‘i, the Pacific, and Asia. | HLO2. Analyze issues using the conceptual and ethical frameworks and practices of the cultural perspectives, values, and world views of the Indigenous peoples of Hawai‘i and the Pacific and/or Asia. |
| H3. A course should include at least one topic that is crucial to a understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment. | HLO3. Integrate the histories, cultures, beliefs, arts, social, political, economic, or technological processes in their analysis of Hawai‘i, and the Pacific and/or Asia. |
| H4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding. | HLO4. Demonstrate respect and empathy as defined by the Indigenous peoples of Hawai‘i and the Pacific and/or Asia in interpersonal and intergroup relationships. |
| ***Explanatory Notes***   * *The course must compare and contrast Native Hawaiian1 culture with Pacific Islander cultures2 and/or Asian cultures.3 A course exclusively about Native Hawaiian culture, Pacific Islander cultures, or Asian cultures is not eligible for a HAP Focus designation. A course that does not include intersection with Native Hawaiian culture is not eligible for a HAP Focus designation.* * *The structure, content, and activities of the course should be designed to emphasize the intersection between cultures and can be organized in any format. A significant portion of the course materials must be authored or created by Native Hawaiians, Asians and Pacific Islanders to ensure the inclusion of their voices, values, and perspectives. Proposals should also explain how the course frames the inclusion of perspectives from Native Hawaiians, Asians and Pacific Islanders.* * *It is important that faculty teaching HAP Focus courses ensure Native Hawaiian, Asian and Pacific Islander voices are heard. In doing so, students are introduced to those perspectives, world-views and cultural understandings in the disciplinary topics covered in the course and are encouraged to develop an appreciation for cultural perspectives that might be different from their own.* * *HAP Focus courses should promote self-reflection as well as intercultural knowledge through the analysis of regional issues rooted in Native Hawaiian, Asian, and Pacific Islander perspectives and experiences. Successful proposals have demonstrated that respect and understanding will be fostered through reflection papers/projects, cross-cultural activities, community engagement, service learning opportunities, and attendance at cultural events. Proposals that cite having a diverse student population as evidence of how the course will encourage intercultural knowledge and perspective sharing will be deemed insufficient.* * *The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for a HAP Focus designation. A course that does not include relationships with Native Hawaiian Culture is not eligible for a HAP Focus designation.* * *The course design must include both the Native Hawaiian voice and the native voice from the indigenous people of the area of intersection. These could be represented through publications, videos, guest speakers, or field trips, for example.*   *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *1 The term "Native Hawaiian" is defined in different ways, depending on the context in which it is used. For the purposes of these Explanatory Notes, "Native Hawaiian" refers to the Indigenous population of Hawai‘i.*  *2 The term “Pacific Islander” refers to the peoples Indigenous to Micronesia, Polynesia and Melanesia and the Pacific diaspora.*  *3 The “A” in HAP aims to be inclusive, allowing for the intersection of Asian cultures with Native Hawaiian culture and the cultures of Pacific Islanders. Asian perspectives can include Asians, Indigenous Asians, Asian migrants/diasporas/ refugees, Asian immigrants/settlers, Asian-Americans, and mixed-race Asians.* | |

**To Request or Renew a HAP Designation:**

**Please provide ALL of the information requested below.** The HAP Board will contact you for clarification if necessary. If diacritics are used, please apply them correctly and consistently to all course proposal materials submitted. The UH Communication Office's [Hawaiian Language Considerations](https://www.hawaii.edu/offices/communications/standards/hawaiian-language-considerations/) provides useful resources.

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| **1. HAP proposal narrative:** At least two-thirds of the course must meet the Hallmarks, and all Hallmarks (H1-H4)  must be addressed. Describe how the course is designed to: explore the intersection of Native Hawaiian culture  with Asian and/or Pacific Islander cultures (H1); encourage learning of perspectives authored by the Indigenous  peoples of the intersected regions (H2); provide regional understanding (H3); and foster multicultural respect and  understanding through cross-cultural analysis (H4).  We can help you find those sources. It is important to include those sources in your syllabus because we want our students to learn from HAP scholars, authors, etc. |
| **2. Annotated syllabus:** Provide the course syllabus that includes a weekly schedule and an accounting of all the lectures, activities, readings, and assignments that are being used to satisfy the HAP Hallmarks. For each, explain in 1-2 sentences which Hallmark is being addressed and how it is being addressed, when applicable. |

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| **3. Annotated bibliography:** Provide a complete course bibliography that includes all required readings, videos, or  other sources of information students will be engaging with in the course.   * The bibliography should have full citations in a single citation style and match the readings and other resources included in your course syllabus. * Hallmark 2 encourages learning that comes from the cultural perspectives, values, and worldviews rooted in the experiences of Native Hawaiians, Pacific Islanders, and Asians. Given this purpose, annotate those resources in your bibliography that are authored by or represent the perspectives of Native Hawaiians (H), Asians (A) and Pacific Islanders (PI) using the notations below. If you are struggling to find HAP sources in your discipline, please contact the HAP Focus Board for a consultation.   + **Native Hawaiian voice**   + **Asian voice** *Note: Identify the specific voice represented (e.g., Filipino voice)*   + **Pacific Islander voice** *Note: Identify the specific voice represented (e.g., Māori voice)* * Hallmark 1 asks that course content reflect the intersection of Native Hawaiian culture with those cultures of the Pacific Islands and Asia. In your bibliography annotate resources that provide the intersection of those cultures by using the following notations:   + **Intersection of Native Hawaiian and Asian cultures** (e.g., Japanese, Okinawan)   + **Intersection of Native Hawaiian and Pacific Islands cultures** (e.g., Tahitian, Māori, Chamorro) |
| **4. Assessment plan:** Explain how you will assess student learning in relation to the HAP Focus learning objectives  (HLO1-HLO4). |
| 5. **FOR RENEWALS ONLY:** Describe which teaching strategies were most effective during this approval period,  what you learned from your assessment of the HAP Focus learning objectives, and any planned improvements in  teaching or assessment strategies. Be sure that the HAP Board is able to clearly identify these planned improvements in the materials you submitted for this renewal (i.e., HAP narrative, syllabus, and bibliography). |

**Oral Communication (O or OC)**

**Learning Objectives**

Students will be able to:

OLO1. Present information orally in an organized manner appropriate for intended a) audience and b) purpose;

OLO2. Demonstrate effective verbal and non-verbal delivery techniques;

OLO3. Select and use appropriate content for oral (presentation) activity/context; and

OLO4. Generate/use/develop visual aids and handouts appropriate to the rhetorical situation that promote clarity, interest, and comprehension.

**Hallmarks**

1. Each student will conduct or participate in a minimum of three oral communication assignments or a comparable amount of oral communication activity during the class. In addition, at least 40% of the final grade for a 3-credit course (60% for a 2-credit course; 100% for a 1-credit course) will be a function of the student's oral communication activities. For courses with 4 or more credits, a minimum of 30% of the final grade must be a function of the student's oral communication activities.
2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.
3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.
4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20. If instructor feedback primarily involves groups of students, enrollment will be limited to 30.
5. The class will be numbered at the 300 or 400 level.

***Explanatory Notes and Helpful Tips***

* *It is assumed that O classes will develop assignments responsive to student needs and to the professional demands students will face. Consequently, a variety of assignments can be designed to satisfy the O requirement, which must be viewed and evaluated by the instructor.*
* *Simple class attendance does not constitute an oral communication activity and may not be counted toward the required percentage. If class participation is included in an oral activity, syllabi must include a description of how the quality and quantity of participation will be assessed.*
* *For oral communication assignments and activities, at least some of the points allocated must be awarded for oral skills assessment. Assignments and activities that are evaluated only for content may not be counted toward fulfilling the O requirement.*
* *Assignment descriptions in the syllabus or supporting materials must include specific skills or behaviors required for a successful performance (e.g., clearly-stated conclusion).*
* *Rubrics are required in addition to syllabi.*
* *It is possible for online courses to carry an O Focus designation. Successful proposals have included assignments featuring both audio and visual components (i.e., no audio-only recordings or voice-overs) and “one shot” recordings so students can practice “real-time” communication.*
* *The following statement must be included in the syllabus* ***for courses worth 4 or more credits****: “Students must adequately complete all oral communication assignments to pass the course with a D grade or better. Students who do not complete all oral communication assignments will not earn O Focus credit.”*
* *Be sure the fraction of credit allocation for each O assignment adds up to the requirements specified for Hallmark O1. Be sure the credit for the O-focus part of the class and the remaining part of the class sum up to 100%. Be sure the credits described in the proposal’s Oral Communication chart match those in the syllabus****.***

**To request or renew an O Designation:**

**ALL PROPOSALS REQUIRE:**

* + - 1. A completed O Focus chart (see next page).
      2. A syllabus that is clearly marked with all the information listed in the chart.
      3. Rubrics for the oral communication assignments and activities.

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| Instructor Name: | Subject & Course: |

**ORAL COMMUNICATION: Request for an O Focus Designation** (required for ALL proposals)

**All information provided on this chart should also appear on your syllabus, which should be marked to expedite Board review.**

**Please use as much space as needed to elaborate on your answers.**

The Board will contact you if clarification or additional information is needed.

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| Name and brief description of activity: (Note: Please ensure that the name of the activity matches the name used in the syllabus). | Page number(s) in which the activity/  assignment is available on the syllabus. | What percentage of the student’s final course grade will be based on this activity/assignment? (Note: if there are multiple parts to the assignment, please only include the percentage of the final grade focused specifically on achieving the Oral Communication Learning Objectives). | Which of the learning objectives (OLO1, OLO2, OLO3, OLO4) is the activity or assignment intended to address? |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
|  |  | TOTAL: |  |

**Please attach an example of an assessment tool, such as evaluation forms and rubrics, used with each oral communication assignment (Note: Examples of assessment tools can be found at:** [**https://manoa.hawaii.edu/gened/r/o-f/**](https://manoa.hawaii.edu/gened/r/o-f/) **and** [**https://manoa.hawaii.edu/assessment/reports/gened.htm**](https://manoa.hawaii.edu/assessment/reports/gened.htm)**).**

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| 1. How will the instructor provide training PRIOR to having students engage in the oral communication assignment or activity? (e.g., lecture on communication skills, workshop-style activities, modeling of appropriate communication behaviors, providing examples, providing students with rubric in advance)? |
| 2. Will instructor feedback be provided primarily to individual students or to groups? The O Hallmark #4 states that instructor feedback primarily involves individual or paired students when enrollment is limited to 20 students and group feedback when enrollment is limited to 30 students. |
| 3. How will the instructor evaluate and provide feedback either to individual/pairs of students or to groups of students regarding their performance on the oral communication assignments? If you plan to enroll 21-30 students, include your plans for providing meaningful feedback for all students. |

**FOR RENEWALS ONLY**:

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| 1. Have there been any changes to the course or to some individual sections? If yes, please explain. |
| 1. How has compliance with the Focus Hallmarks been assured? |
| 1. Describe which teaching strategies were most effective during this approval period, what you learned from your assessment of the OC Focus learning objectives, and any planned improvements in teaching or assessment strategies. |

**Writing Intensive (W or WI)**

**Learning Objectives**

Students will be able to:

WLO1. Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres;

WLO2. Develop and organize appropriate and relevant content;

WLO3. Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field; and

WLO4. Control style and mechanics to communicate effectively.

**Hallmarks**

1. The class uses writing to promote the learning of course materials.
2. The class provides interaction [e.g., conferences, written feedback] 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 and Helpful Tips***

* *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. Note: In-class quizzes and in-class exams do not count toward the W component of the course. Take-home exams may qualify if the quality of the writing is assessed. Note: In-class quizzes and in-class exams do not count toward the W component of the course. Take-home exams may qualify if the quality of the writing is assessed.*

**To Request or Renew a W Designation:**

**Please provide a) the information requested below and b) a syllabus that clearly shows how all of the W Hallmarks are being met.** (This helps students understand why the course has a W Focus.) The W Board will contact you for clarification if necessary. The Board does not expect every course to fulfill every learning objective. They recognize disciplinary differences and respect them. The language in the Writing Intensive learning objectives seeks to capture and allow for those differences, so answers to the following proposal questions can vary widely and incorporate details outside of writing instruction. For example, a course in which student products include poetry or a lab report may reflect genres that exclude source citations. Please do not leave proposal questions blank, but explain where and why the learning objective in a given question may not be relevant.

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| 1. List type(s) of assignment(s) that involves the W Focus (e.g., prospectus, literature review, research paper, critical analysis). |
| 2. Explain how the course’s assignments, pedagogical approaches, or other elements help students meet WLO1: Adapt writing to a clearly identified purpose and audience, according to disciplinary conventions and genres. |
| 3. Explain how you will teach, interact with, and support students in meeting WLO2: Develop and organize appropriate and relevant content. |
| 4. Explain how you will teach, interact with, and support students in meeting WLO3: Evaluate and integrate supporting materials from appropriate sources, and credit them appropriately according to the genre and discourse requirements of the field. |
| 5. Explain how you will help students learn to write using appropriate stylistic conventions and mechanics for the particular kinds of writing on which your course will focus. |
| 6. Explain how you will work with the students to help them successfully complete the assignment(s) (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise). |
| 7. What percent of each student’s grade will be attributed to writing (must be 40% or more\*)?  \* If written work does not make up at least 40% of a student’s course grade, your syllabus must include the following statement: “Students must adequately complete all writing assignments to pass the course with a D grade or better. Students who do not complete all writing assignments will get a D- or an F and will not earn W Focus credit.” |
| 8. What is the total number of pages of writing required of each student for the course (can be a range)? |
| 9. W classes can have no more than 20 students, or a 20:1 student-to-teacher ratio. Please initial here to acknowledge that the course will adhere to W Hallmark #5 regarding a student-teacher ratio of no more than 20:1. |

**FOR RENEWALS ONLY**: Please answer the following additional questions for renewal of a W designation.

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| 10. What worked best as you sought to help students learn course content through writing? |
| 11. What worked best as you sought to help students learn to be more effective writers? |
| 12. Please explain any changes you plan to make in the W aspects of the class. |