Must use Adobe Acrobat to complete/sign/save this form

Spring 2023

Instructor-Based Focus Proposal Form
for 399 & 499 COURSES (directed reading/research) only

Instructors complete this form to request a Focus designation for their **directed reading/research section(s)** created for a specific student/small group of students. Approval is for one semester only.

DEADLINE: OCTOBER 31, 2022*

Subject:	**Course #:**	**Sect #(s):**	**Title:**	**# of credits:**
_____	__99	_____	_____	_____

Course is being offered (check all that apply): ☐ via Outreach Extension ☐ through Study Abroad ☐ online or hybrid

Name(s) of student(s) who will be taking the course: _____

FOCUS AREA(S) – check all that apply:		**NOTE: Multiple designations require:**
Contemporary Ethical Issues (pp. 2-7)	☐	1. **An integrated syllabus** that shows how all checked Focus areas will be addressed;
Hawaiian, Asian & Pacific Issues (pp. 8-11)	☐	2. **Course information (see pp. 2-23)** that clarifies how all Focus areas will be integrated and fulfilled, *including existing approvals*;
Oral Communication (pp. 12-17)	☐	3. **Submission by OCTOBER 31*** if the course will have a total of three or four Focus designations.
Writing Intensive (pp. 18-23)	☐	

Instructor's printed name:	Instructor's signature:	Date:
Instructor's email address:	Instructor's phone #:	Instr's UH ID#:
Department Chair's printed name:	Dept. Chair's signature:	Date:
Department Chair's email address:	Dept. Chair's phone #:	
Dept. contact's name (for Focus):	Dept. contact's email address:	Phone #:

UH Mānoa GENERAL EDUCATION

2545 McCarthy Mall
Bilger 104
Honolulu, HI 96822

808-956-6660
gened@hawaii.edu
manoa.hawaii.edu/gened

The following materials, preferably as a single file, should be emailed to the General Education Office (gened@hawaii.edu) by **MONDAY, OCTOBER 31, 2022.*** Faculty Board(s) will review the materials and contact proposers if clarification or additional information is needed. Decisions will be sent out via email.

- ☐ **Page 1**, completed and signed
- ☐ **Course syllabus, outline, or other information** (e.g., memo/contract between the instructor and student) that demonstrates how the course will meet each of the Hallmarks for the requested Focus
- ☐ **Requested Focus information** (pp. 2-23) **for each Focus area** checked off. If you are unable to answer any questions, please explain.

Approval is for a single semester only, as presumably the course is individually tailored to a specific student. If the 399/499 course has stable content and a syllabus, then the offering department should submit a course-based Focus proposal to have all sections of the course designated with the requested Focus for the duration of the approval period.

*Proposals for one or two Focus designations may be submitted as late as December 1, but should be submitted as soon as possible so that a decision can be made in time for students to make adjustments to their schedule if necessary.

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

E1. Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.

E2. The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.

E3. Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.

E4. The equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues.

E5. A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.

E6. 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.

1. **What are the ethical issues addressed in this course? Please provide a clear and concise explanation of the ethical topics that are covered in this course from the perspective of someone who is not an expert in your field.**

2. **What ethical decision making framework(s), professional code of ethics, or other ethics framework will students learn in your course? Please check all that apply.** *For teaching resources, see the General Education Office website (https://manoa.hawaii.edu/gened/resources/tr/e/).*

   ☐ Markkula

   ☐ James Madison 8 Key Questions

   ☐ Professional Ethics (Name and Link):

   ☐ Indigenous/Cultural Ethical Framework (Name and Link):

   ☐ Other (Name and Link):

   Please add an explanation of why you are implementing that chosen framework:

3. **Fill in the table below, describing assignments and class activities that are designed to help students achieve competency in analyzing and deliberating upon contemporary ethical issues and help them make ethically determined judgments.** All information provided on this chart should also appear on your syllabus, which should be marked to expedite Board review (e.g., "E1," E2," "ELO1," "ELO2," etc.). Please ensure that the name of the activity matches the name used in the syllabus. Please use as much space as needed to elaborate on your answers. The Board will contact you if clarification or additional information is needed.

Name and brief description of activity	Which learning objective(s) (ELO1-ELO4) is the activity/assignment intended to address?*	Describe how the activity will help students to achieve the ELOs.	Page number(s) in which the activity/ assignment is listed on the syllabus.
1.			
2.			
3.			

4.			
5.			
6.			

* Hallmarks E4 and E5 state that the equivalent of one semester credit-hour or 30% of a three-credit course will be devoted to contemporary ethical issues and a minimum of 8 hours of class time will be spent in discussing contemporary ethical issues; Hallmark E6 states that the course will be offered at the 300- or 400-level.

4. Hallmark E3 states that ethics-designated courses result in students who can show a basic competency in ethical deliberations. How will you determine if students have met this goal? Check all that apply, or describe your approach to this assessment:

- ☐ AACU Ethical Value Reasoning Rubric (https://manoa.hawaii.edu/gened/wp-content/uploads/Ethical-Reasoning.pdf)
- ☐ Rubric designed for course - instructor should attach rubric to this application
- ☐ Through multiple class discussions/assignments, instructor will evaluate each student's ethical reasoning ability and their progress and proficiency
- ☐ Test/Quiz
- ☐ Other assessment tool - describe:

5. 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."

☐ Check this box once you have completed the above task.

FOR RENEWALS AND EXISTING APPROVALS

6. **Describe**
   a. **which teaching strategies were most effective during your approval period,**
   b. **what you learned from your assessment of student competencies in ethical analysis and deliberation, and**
   c. **how you intend to improve your teaching or assessment strategies.**

E Focus Application Submission Checklist:

- ☐ **A Syllabus** that has the information outlined above clearly marked (e.g., "E1," E2," "ELO1," "ELO2," etc.) is attached.
- ☐ **Responses** to all above questions are provided.

HAWAIIAN, ASIAN, AND PACIFIC ISSUES (H OR HAP)

Systemwide Hawaiian, Asian, and Pacific Issues Hallmarks	**Systemwide Hawaiian, Asian, and Pacific Issues Learning Objectives** (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 Hawaiian[1] culture with Pacific Islander cultures[2] 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. Also make sure to consistently capitalize Indigenous throughout your course materials. The UH Communication Office's Hawaiian Language Considerations provides useful resources.

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).

* Note: The HAP Board can help you find those sources. It is important to include them 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.

3. **Annotated bibliography:** 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. It is important to include those sources in your syllabus because we want our students to learn from HAP scholars, authors, etc. If you are struggling to find HAP sources in your discipline, please contact the HAP Focus Board for a consultation; we can help you find those sources that provide:
     - 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).

FOR RENEWALS AND EXISTING APPROVALS

5. **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., in the 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

O1. 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 will be a function of the student's oral communication activities (60% for a 2-credit course; 100% for a 1-credit course).

O2. Each student will receive explicit training, in the context of the class, in oral communication concerns relevant to the assignment or activity.

O3. Each student will receive specific feedback, critiquing, and grading of the oral communication assignments or activities from the instructor.

O4. If instructor feedback primarily involves individual or paired students, enrollment will be limited to 20 students. If instructor feedback primarily involves groups of students, enrollment will be limited to 30 students.

O5. The course will be numbered at the 300- or 400-level.

Explanatory Notes and Helpful Tips

- *Instructors must include the following statement in the syllabus: "Only students who satisfactorily complete the oral communication assignments will be allowed to pass the course with a "D" or better.*
- *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.
- *If the course has five or more credits and the instructor wishes to reduce the grade percentage associated with OC assignments, then a justification must be given in the proposal, and this may be subject to negotiation with the O Board. The minimum allowable percentage is 30%.*

To Request or Renew an O Designation:

Please provide ALL of the information requested below. (Click here for example materials.)

- **A syllabus** that has the information discussed below clearly marked. The following statement must be included in the syllabus verbatim: *"Only students who satisfactorily complete the oral communication assignments will be allowed to pass the course with a "D" or better."*
- **An example of an assessment tool,** such as an evaluation form or rubric, for the oral communication assignments and activities. (Note: Examples of assessment tools can be found at https://manoa.hawaii.edu/gened/c-cat/o/)
- **Responses to the questions below.**

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.

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?	How will instructor feedback be provided to students (i.e. individuals, pairs, or groups of 3+)	What form(s) of feedback will be given to students (e.g. written, oral, peer, narrative, self, etc.)
1.					
2.					
3.					
4.					
		TOTAL:			

1. **Which enrollment cap you are applying for?** (see Hallmark O4):
   - ☐ 20 student maximum
   - ☐ 30 student maximum

2. **Indicate which method(s) each instructor will employ PRIOR to having their students engage in each of the oral communication assignments/activities** (check all that apply):
   - ☐ Lecture on communication skills
   - ☐ Workshop-style activities
   - ☐ Modeling of appropriate communication behaviors
   - ☐ Providing examples
   - ☐ Providing students with rubrics in advance
   - ☐ Other:

3. **When answering this question, please refer to the assessment tool you have attached to the application:**
   a. **Which oral communication assignment(s) does your assessment tool apply to?**
   b. **How do you plan to use this assessment tool to provide quality feedback to your students?**

4. **Are any of your oral communication assignments pre-recorded AND edited? Yes or no. If yes, describe how the editing process relates to skills required for your discipline.**

FOR RENEWALS AND EXISTING APPROVALS

5. **Have there been any changes to the oral communication components of the course?** If yes, please explain.

6. **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.**

FOR PROPOSALS REQUESTING BOTH AN OC AND A WI FOCUS

☐ Check this box if your course DOES NOT have any assignments that have both an oral and a written component in the same assignment. (You may leave the chart blank.)

or

Complete the following chart if your course DOES have assignments with both an oral and a written component in the same assignment.

Assignment	OC component of assignment	% of final course grade dedicated to OC component	WI component of assignment	% of final course grade dedicated to WI component	Word count (~250 words = 1 page double spaced)
Example: Case Study	*Presentation*	*10%*	*Reflection Journal*	*10%*	*500 words*

Note: Please ensure your assignment names/descriptions and percentages match the assignment names/descriptions and percentages in the syllabus.

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

W1. The class uses writing to promote the learning of course materials.

W2. The class provides interaction between the instructor and students while students do assigned writing.

W3. Written assignments contribute significantly to each student's course grade.

W4. The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.

W5. 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.*

To Request or Renew a W Designation:

Please provide ALL of the information requested below.

- **A syllabus that is clearly marked** to show where the information relevant to the WLOs and Hallmarks can be found. Hallmarks 2-4 must be addressed explicitly in the syllabus. (Having this information in the syllabus helps students understand why the course has a W Focus.)
- **A completed W Focus chart**; see pages 24-25.
- **Answers to the W questions below**.

The W Board will contact you for clarification if necessary. The Board does not expect every W Focus course to fulfill every Writing Intensive learning objective. It recognizes disciplinary differences and respects them. The language in the learning objectives seeks to capture and allow for those differences, so answers to the following 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.

1. Please indicate how your course addresses the WLOs by answering the following questions.

A. Where and how do students adapt their writing to a clearly identified purpose and audience? [WLO1]

Students adapt writing to a clearly identified purpose and audience (please check all that apply):

- ☐ by writing within parameters for an audience and purpose that are given in the assignment
- ☐ by developing a thesis statement, statement of purpose, or hypothesis
- ☐ by engaging with material produced by a particular audience (i.e., "entering the scholarly conversation")
- ☐ by writing with conventions and in a genre that are recognizable to and valued by a particular audience
- ☐ other (explain):

B. Are disciplinary conventions (e.g., citation style, organization, tone and diction) and genres (e.g., the literature review or lab report) modelled for your students? Are they explicitly explained in class lectures, discussion, and/or in assignments? [WLO1]

Conventions and genres are (please check all that apply):

- ☐ modelled for students (with sample texts, used to explain not just content but how the writer/s is employing conventions and conforming to genre)
- ☐ explained in class lectures
- ☐ discussed as a class
- ☐ explicitly explained in writing assignments
- ☐ other (explain):

Students receive feedback with regards to their use of disciplinary conventions and genre in their writings from (please check all that apply):

- ☐ me
- ☐ their peers
- ☐ other (explain):

C. Is appropriate and relevant content given to students for their writing assignments in the course? And/or, do students learn to identify appropriate and relevant content for their writings through research? [WLO2]

Appropriate and relevant content is (please check all that apply):

- ☐ presented to students in course readings and lectures
- ☐ identified by students through research
- ☐ other (please explain):

Students receive feedback that supports the development of appropriate and relevant content in their writings from (please check all that apply):

- ☐ me
- ☐ their peers
- ☐ other (explain):

D. If students will be asked to work with sources as part of the conventions/genres you are assigning in this course. [WLO3]

Students are taught (please check all that apply):

- ☐ to evaluate supporting materials from appropriate sources
- ☐ how to integrate supporting materials from appropriate sources
- ☐ to credit sources appropriately according to the genre and discourse requirements of the field
- ☐ other (please explain):

E. If you teach or review grammar and mechanics as part of the conventions/genres that you cover in this course [WLO4]**,** please check all that apply. (If grammar and mechanics are not addressed, check "Not applicable"):

- ☐ I only address grammar and mechanics if errors impede the meaning in students' writings.
- ☐ I regularly address grammar and mechanics errors in students' writings.
- ☐ Grammar and mechanics are reviewed in class lectures, with worksheets, and/or in peer reviews.
- ☐ Not applicable.
- ☐ Other (please explain):

2. For graded writing assignments involving group work, indicate how individual's work will be accounted for so that the distribution of labor is equitable for students and so that each student meets the minimum word requirements for a W Focus. (If the course does not include group assignments, please respond to this question with "n/a.")

FOR RENEWALS AND EXISTING APPROVALS

3. Explain any changes you plan to make in the W aspects of the class.

Please complete the W Focus chart below. All information provided on the chart should also appear on your syllabus, which should be marked to expedite Board review (i.e., highlight pertinent sections and indicate which Hallmark (W1, W2, W3, etc.) is being addressed). The Board strongly recommends copying and pasting relevant sections from your syllabus into the chart. You will be contacted if clarification or additional information is needed.

List each writing assignment or type of assignment that involves the W Focus (e.g., prospectus, literature review, research paper, critical analysis). [W1]	**Explain how you will work directly with the students to help them successfully complete the assignment** (e.g., give written/oral feedback, do in-class writing workshops, provide the opportunity to revise). [W2]	**Indicate what percentage of the student's grade will be a factor of the assignment.*** [W3]	**Indicate the number of pages or word counts required of each student for the assignment.** [W4] *NOTE: Do not include in-class exams or count multiple drafts more than once.*
1.			
2.			
3.			

4.			
5.			
6.			
		TOTAL:	**TOTAL:**

W classes can have no more than 20 students or a 20:1 student-to-teacher ratio. [W5]

* 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."