**Department of Curriculum, Culture, and Educational Inquiry (CCEI)**

**Proposal for a Department Development Grant, March 2011**

**Writing for Educational Learners and Leaders (WELL Project)**

**Need**

The Department of Curriculum, Culture and Educational Inquiry (CCEI) educates students who will perform a myriad of roles once they graduate and enter the field of education. Whether they become classroom teachers or administrators, their ability to communicate effectively is a top priority to achieve success in their careers. CCEI students must be effective written communicators within their schools, with parents, and in the community, by modeling quality writing skills themselves and teaching their diverse students.

The challenge of becoming effective writers impacts all university students but is significantly more difficult for students who did not master such skills in their prior education and for those who are navigating English as their second or subsequent language. Faculty members have frequently observed that CCEI students lack adequate scholarly writing skills. However, the College of Education does not currently have any WAC or other courses focusing on writing at either the undergraduate or graduate level.

The goal of this proposal is for CCEI faculty to collaboratively identify specific writing concerns, plan a strategic approach to address the writing skills of our students, hold faculty workshops to discuss how we teach students to write better, and document the outcomes of our efforts. This plan directly benefits our students because they will receive consistent writing instruction from each professor and be held accountable for demonstrating high quality writing in every CCEI course they take. The plan of action outlined in this proposal will benefit all students taking courses within the CCEI department. By focusing on the development of both the 14 full-time CCEI faculty and 25 adjunct faculty, we will have a greater impact on the specific needs of those students within our courses. Each semester, our department offers about 50 undergraduate course sections with an average enrollment of 1,275 students, and 22 graduate sections with an enrollment of nearly 290 students. Because we intend eventually to suffuse writing instruction throughout the entire department, this grant would have a very large potential impact on students’ writing each semester and in their future studies and academic careers.

**Project Objectives and Plan**

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| **Objectives** | **Plan** |
| Review and modify FAUWAC Student Writing Assessment Rubric for use in CCEI | * Initial focus on Organization and Structure, Disciplinary Concerns, Grammar and Syntax
* Subsequent focus on Opening, Argument, and Conclusion
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| Gather data in selected courses using modified rubrics to identify student writing concerns at program entry | * Provide faculty of selected summer classes with directions, modified rubric, and a datasheet (by May 21)
* Data will be collected for the following summer courses/sections enrolling up to 30 students per sections:

EDF 3610 (7 sections)TSL 4080 (6 sections)* Instructors will provide completed datasheets to the Project Team by August 10, 2011
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| Design faculty workshops and resources to improve writing strategies of professors and address specific needs of students within our courses  | * Findings from data collected in summer courses will be provided at CCEI department retreat (August 2011) and updated at subsequent department meetings
* Based on data analysis, we will collaborate with WAC to prepare, conduct, and evaluate the effectiveness of professional development workshops on teaching writing, for full-time faculty and adjunct faculty in the department
* Web-based resources will be posted for all CCEI department faculty and adjuncts
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| Continue data collection throughout the year and provide time for meaningful discussions concerning the strategies learned from faculty workshops | * Prepare revised rubric and directions for fall course instructors to continue documenting student writing concerns
* Data gathered over time will be analyzed to identify improvements and continuing concerns to be addressed.
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| Project Team will prepare a final report and presentation. |

**Targeted Programs and Courses (\* = Primary focus for 2011-2012)**

Bachelors in Early Childhood Education

* EEC 3214\*
* EEC 4313

Undergraduate Courses in TESOL and Multicultural Education

* EDF 3610\*
* TSL 4080\*
* TSL 4081

Graduate Programs

M.Ed. in Curriculum and Instruction

* EEG 6224\*
* EDF 6918

M.Ed. in Multicultural Education

* EDG 5705\*
* EDF 6918

M.A. in TESOL and Bilingual Education

* TSL 6350\*
* TSL 6944

Ph.D. in Curriculum and Instruction

* + - EDG 7938\*
		- Proposal and/or Dissertation

**Assessment Strategies**

Formative

* Ongoing data gathering and analysis in target courses (Summer 2011, Fall 2011, and Spring 2012)
* Ongoing discussions to assess student writing and course assessments in faculty inquiry/discussion groups throughout fall and spring academic terms; implement revised practices for consistency and reinforcement.

Summative

* Survey results of writing workshops completed by faculty participants
* Faculty self-report data on degree of implementation and results (writing skills improvement) in courses taught
* Development of revised writing rubric(s) for use in all CCEI courses by 2012-2013
* Preparation of final report, data analysis, and presentation

**Team Members from the Department of Curriculum, Culture, and Educational Inquiry**

 Dr. H. James McLaughlin, Professor and Chair

 Dr. Rachida Faid-Douglas, Visiting Assistant Professor

 Dr. Evelyn Torrey, Instructor

 Dr. Michelle Vaughan, Visiting Assistant Professor

**Proposed Schedule**

March - May, 2011: Plan for the Pilot Study in Summer 2011

 Develop a written communication rubric, using the Writing Center rubric as a guide

May 16 - August 9, 2011: Conduct the Pilot Study in the following courses –

EDF 3610 (a required course in the Elementary Education baccalaureate program)

TSL 4080 (a required course in the Elementary Education baccalaureate program)

The result of the Pilot Study will be a Needs Assessment Report that summarizes problems with students’ writing skills

Week of August 15 - 19, 2011: At the CCEI Departmental Retreat, we will –

 Share results of the Pilot Study

 Refine and reach consensus on the proposed rubric

Refine the plan for implementation for 2011-2012

 Set a date for the first Faculty Workshop on Student Writing

Staff at the Writing Center may attend this portion of the Retreat

August 2011 - May 2012:

Implement strategies from Faculty Writing Workshops during fall and spring semesters

Conduct faculty writing instruction workshops in fall and spring semesters

Continue to collect data in order to document students’ writing needs throughout each semester

May 2012: Report to the department, the college, and the university

**Budget**

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| --- | --- |
| **Summer Faculty Stipends, May-August 2011** $1,000 each for 2 faculty members | $2,000Cost paid by WAC grant |
| **Fall 2011/Spring 2012 Faculty Stipends,** $500 each semester for 2 faculty members | $2,000Cost paid by COE/CCEI  |
| **Graduate Assistant Support** | Cost paid by COE/CCEI |
| **Total Project Cost** (May 2011 – May 2012) | $4,000 |