WINDWARD COMMUNITY COLLEGE

WRITING INTENSIVE PROGRAM DESCRIPTION
FOR
INTER-CAMPUS ARTICULATION

1. PROGRAM SUPPORT

Personnel

The Chairperson of the Writing Advisory Board (WAB)—a sub-committee of WCC Faculty Senate's major standing committee, the Curriculum and Academic Affairs Committee (CAAC)—is responsible for coordinating the Writing Intensive program at Windward Community College. Currently, the Chair of the WAB, Janice Nuckols, has 6 credits released time to develop the WI program on campus as well as several Writing Across The Curriculum projects, and will serve again as Chair of the WAB for the 1989-90 academic year—again with released time provided. The Writing Advisory Board's Chairperson, or a designate, is an ex-officio member of the CAAC. The CAAC's Chairperson, or a designated representative, in turn sits on the Writing Advisory Board as an ex-officio member. In order to promote close cooperation with the counseling staff, the chairperson of the Board asks to appear at regularly scheduled student services meetings. The Writing Advisory Board forwards its recommendations for review and approval to the Faculty Senate, via the CAAC, and to the Dean of Instruction and the Provost.

The Dean of Instruction's secretary is already responsible for maintaining all CAAC records and will now also maintain Windward's Writing-Intensive program records. Clerical support will be provided by the Office of the Dean and Assistant Deans of Instruction.

The Writing Advisory Board is made up of volunteer faculty who are advocates of writing in the classroom. This semester, Board members include Chairperson, Janice Nuckols (History), Lillian Cunningham (English, Chairperson of the Language Arts Department), Jean Shibuya (English), Frank Mattos (English), Jerry St. James (Business), Otome Myers (Psychology), Ron Loo (Philosophy) and Vera Okamura (Mathematics). All are full-time instructors, all but two are tenured, senior faculty and all have participated in the Hawaii Writer's Project summer Writing Across The Curriculum for Community College faculty at Kapiolani Community College in 1987 and 1988 and/or past Hawaii Writer's Project seminars. Therefore, a major purpose of this Board is to serve as a support group for those instructors teaching Writing Intensive courses and for all those who are using a variety of writing assignments in their courses.

The W.C.C. Fall, 1989 schedule will identify WI courses, as does UH Manoa and H.C.C.'s programs, with a "WI" before the course title. Each WI section will have a notation in the schedule that ENG 100 is a prerequisite and the computer at Fall registration will be programmed to carry the same notation. If a standard transcript identification has not yet been worked out, the Dean of Instruction's office will work with other administrators and computer specialists in the system to develop such a program.

Upon the publication of our Fall, 1989 schedule, all academic counselors, Business and Marine Options Program faculty advisors, English 100 instructors and all faculty (through our weekly bulletin as well as through Faculty Senate and Department Chairs meetings) will be notified of the specific WI courses offered. An explanation is also being added to our catalog. In addition, the campus newspaper will feature a story on the new Writing Intensive program at Windward. The Writing Advisory Board plans to produce a flyer, explaining the WI program, to be distributed to all students at the end of Spring semester and available at the Registrar's and Counselor's offices.

We will assist students in WI courses in a variety of ways. An absolute requirement for certification of a WI course at WCC is that instructors interact with each student during the writing process (reviewing drafts, consulting, etc.). In addition, our Learning Assistance Center has at least two Writing Resource teachers each semester, each available 6 hours per week, to help students with writing. The three who are currently serving in this capacity have all attended the Hawaii Writer's Project Summer Writing Institute at Kapiolani Community College. Located in both Haloa and Lono (the LAC) labs are extensive grammar, mechanics, editing and revision software programs which provide students with both basic and review practice in these writing areas. To help students to revise easily, word processing programs are available in Haloa lab in both Apple and IBM formats.

Budget

There is no specific budget allocation for WI courses. As the description of the above demonstrates, our support is mixed with other support services. Given the limited size of our Writing Intensive program, we believe the level of support is adequate at this time. If the number of WI courses increases on our campus, this may change.

2. COURSE DESIGNATION PROCESS

A WI designation form has been developed, based on those used by UH Manoa, Honolulu Community College and Kapiolani Community College (see appendix B). The Writing Advisory Board will invite faculty interested in teaching WI courses to submit a completed form to the board each semester. The Board will review each proposal, recommend approval of the designation of such courses as WI to the Faculty Senate, via the CAAC, Dean of Instruction and Provost. The Board will then work closely with the counselors to gain their needed assistance in academic advising.
APPENDIX A

GUIDELINES FOR WRITING INTENSIVE COURSES:

Writing Intensive Courses will:

1. Emphasize writing as an essential tool for learning course material. Various types of formal and informal writing, both in class and out, that increase student understanding of course material as well as improve the skill of writing would be appropriate.

2. Provide for interaction between the instructor and student as part of the writing process. For example, some instructors might require the completion of one long paper, in which case they would review sections of that paper, comment on several drafts of it, and confer with students on the drafts; other instructors might require several short papers, in which case instructors would give guidance during the composition of the papers and consult with students about them after they are completed.

3. Establish writing as a major element in determining the grade for the course. Instructors of writing intensive courses will emphasize that clear, well-organized writing is a way of acquiring, analyzing, and communicating knowledge, and that the act of writing does not merely record thought or even simple reformulate it—it generates thought.

4. Require students to do a significant amount of writing—a minimum of 4,000 words, or the equivalent of 16 typed pages. Depending on the course content, this may include informal as well as formal writing, short essays, critical reviews, journals, lab reports, or reaction papers, etc.

5. Include student and self-assessment surveys which the instructor will share with the Writing Advisory Board.

6. Limit total enrollment to 20 students so that student conferencing is possible on a regular basis.
APPENDIX B

WRITING INTENSIVE COURSE DESIGNATION FORM: FALL, 1989
WINDWARD COMMUNITY COLLEGE

To assure that your course is listed as WI in the Fall schedule of classes, this form must be returned to Janice Nuckols, Chairperson of the Writing Advisory Board by February 3, 1989.

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<tr>
<th>Course Alpha &amp; No.</th>
<th>Class Code</th>
<th>Full Catalog Title</th>
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PLEASE READ THE ATTACHED GUIDELINES FOR WRITING INTENSIVE COURSES AND THEN ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.

SUBMITTED BY: ________________________________
Signature of Instructor  Date

APPROVAL: ________________________________
Department Chair Signature  Date

APPROVAL: ________________________________
Writing Advisory Board Chair Signature  Date