**University Writing Skills Committee**

**Supplemental Writing Skills Program**

**Strategic Plan 2011-2016**

**Mission**

The mission of the SWS Program is to enable students to write effectively\* for multiple purposes and audiences through the integration of writing across the curriculum.

**Vision**

The ability to write effectively in a variety of rhetorical situations is the hallmark of a liberally educated person. The most effective way to help students achieve this goal is by providing a framework for courses that integrate writing with content. The writing instruction in these courses is supported by current research and theory in writing.

**We value:**

* A university community that shares responsibility for writing instruction;
* Writing instruction that is integrated with course material regardless of discipline;
* Writing instruction that occurs throughout the four years of undergraduate education;
* Pedagogical approaches that are based in theory and research in composition, including (but not limited to) writing as a process and writing to learn approaches;
* The importance of practicing the conventions and forms of an academic discipline in order to learn them.

\*Effective writing is sensitive to the rhetorical situation and genre constraints. It meets established standards for style and correctness in that situation.

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| **University/Brooks Objectives** | **SWS****Goal**  | **SWS objective(s)** | **Possible****Metrics**  | **Baseline** | **Time-frame** | **Strategy(ies)****Action(s)** | **Groups Involved** | **Resources** | **Status as of**  |
| University 3.5Brooks 2.2 | 1) SWS faculty will meet the requirements of the SWS program. | 1)100% of SWS faculty will provide four hours of writing instruction. | 1) On-line questionnaire  | TBD |  | Orientation workshops, Letters to faculty and chairs |  |  |  |
| University 3.5Brooks 2.2 |  | 2)100% of SWS faculty assign at least 3,000 words of writing. | 1) On-line-questionnaire | TBD |  | TBD |  |  |  |
| University 3.5Brooks 2.2 |  | 3) 100% of SWS faculty sampled teach revision (as well as editing) in their courses. | 1) On-line questionnaire | TBD |  | TBD |  |  |  |
| University 3.5Brooks 2.2 |  | 4) 100% of faculty report providing classroom activities and assignments that facilitate and support revision | 1)On-line questionnaire | TBD |  | TBD |  |  |  |
| University 5.3 Brooks 1.2  | 2) SWS faculty members receive support for their teaching of writing through SWS initiatives. | 1) 100% of faculty will report providing meaningful feedback to student writing in their SWS classes. | 1) On-line questionnaire | TBD |  | Offer workshops on giving feedback in time-effective ways,Limit class size in SWS-designated sections to 25 students. |  |  |  |
| University 2.0, 5.4Brooks 5.1 |  | 2) Increase SWS faculty participation in faculty development that is based on current research and theory in composition. | 1) Offer at least one SWS workshop per year in Holland or T.C. in person or via webinar.2)Increase resources available to SWS faculty about current research and theory in composition | 1) No workshops offered in Holland or T.C.2) No alternative workshop modes at present |  | Alternative web-based and video resource development |  |  |  |
|  |  | 3)Increase effectiveness and timeliness of SWS faculty workshops, materials, etc. | 1)Create and administer questionnaire for SWS faculty re: topics and other workshop factors2)Analyze and respond to suggestions on workshop evaluations | 1) No questionnaire at present.2) No formal analysis at present. |  |  |  |  |  |
|  |  | 4) Help faculty to increase use of technology to teach writing. | 1) Offer at least two workshops per year with focus on technology and writing. | 1) Four workshops on technology & writing offered in 2010-2011  |  | ooVoo, Wimba |  |  |  |
| University 3.5, 6.4, 8.2Brooks 4.1 | 3) SWS program connects with other teaching and/or writing programs to increase effective writing across campus. | 1) Develop SWS faculty collaborations with the Fred Meijer Center for Writing, the FTLC, the First-Year Writing Program, the Lake Michigan Writing Project, and the University Libraries. | 1) Start at least one additional collaboration by 2014. | 1) On-going FTLC support of writing workshops, previous collaboration with Fred Meijer Writing Center re: faculty development.2) No truly collaborative workshops at present. |  | 1) Increase SWS committee’s awareness of writing-related activities on campus such as First-Year Writing, the Fred Meijer Center for Writing, Lake Michigan Writing Project and the University Libraries.2) Consider pilot Lake Michigan Writing Project week for SWS faculty |  |  |  |
|  |  | 2)Increase in joint presentations/ workshops by the SWS director and other teaching/writing experts for audiences other than just SWS faculty | 1) Offer at least one joint presentation per year by 2014. | No joint presentations at present. |  |  |  |  |  |
|  |  | 3) Explore Writing Across the Curriculum and Writing in the Disciplines programs at other institutions. | 1) Attend WAC workshop.2) Investigate other institutions’ WAC websites.3) Build relationships with local institutions of higher education. | None at present. |  |  |  |  |  |
| University 5.4Brooks 1.2 | 4)SWS program increases faculty interest in teaching SWS course | 1) SWS supports the work of SWS instructors | 1) Incentives developed for attending workshops, orientations2) The additional work involved in teaching SWS courses is acknowledged. | None at present. |  | 1) Propose faculty stipend for attending workshops, orientations.2) Encourage inclusion of SWS teaching on Faculty Activity Reports. |  |  |  |
|  |  | 2) Increase positive activities sponsored by the SWS program | 1) Create a proposal for SWS faculty seminars by 2013.2) Pilot SWS faculty seminar.  | None other than workshops at present. |  |  |  |  |  |
|  |  | 3) Advertise SWS workshops | 1) Contact Deans and Unit heads re: upcoming events, as appropriate.2) Contact faculty directly re: upcoming events. | Not done consistently at present. |  | Send memos, emails, to SWS faculty, full faculty, deans and chairs, as appropriate. |  |  |  |