

HUMBOLDT STATE UNIVERSITY
ACADEMIC SENATE

Resolution on Approaches to Improve Undergraduate Student Writing

#04-08/09-EP (Revised) – November 4, 2008

RESOLVED: That the Academic Senate of Humboldt State University recommends to the President that every undergraduate program must include discipline-specific writing skills as one of the Student Learning Outcomes for the major; and be it further

RESOLVED: That by the end of the Spring 2009 semester, each undergraduate program (even those that already have writing as a student learning outcome) will complete the initial discussion/evaluation/curricular review of the role of writing in the major paying particular attention to characteristics that define good discipline-specific writing skills and the places in the curriculum where those skills are introduced, developed, and mastered. The results of this review will be reported using the attached form to whichever soon-to-be-created Curriculum Review Committee will be charged with oversight of this outcome. The committee will provide feedback to departments by October 15, 2009; and be it further

RESOLVED: That assistance with these curricular review discussions will be available in workshops and other training provided by the Writing and Communication Across the Curriculum Coordinator and other faculty development resources. In addition, faculty are encouraged to take advantage of training sessions to discover practices that can improve both the writing and the content learning of their students; and be it further

RESOLVED: That any major that has not already assessed a writing-oriented Student Learning Outcome, must complete a baseline assessment of student writing by the end of the 2009-2010 academic year. The writing outcome will be inserted into the major's planned assessment schedule; in 2009-2010, the department may substitute assessment of the writing outcome for one outcome that was scheduled to be assessed that year,. The department's may modify its assessment schedule needed to accommodate the added outcome; and be it further;

RESOLVED: That oversight of progress in assessing and improving student writing will be a primary charge of one of the soon-to-be-created Curriculum Review committees; and be it further

RESOLVED: That, during the 2009-2010 academic year, the appropriate curriculum oversight committee will develop a draft policy on writing requirements for General Education courses. This policy will be submitted to the Academic Senate for approval by the end of the Spring 2010 semester; and be it further

RESOLVED: That the Office of Academic Affairs shall be responsible for informing faculty and the soon-to-be-created Curriculum Review committees of this policy.

Rationale: *Anecdotal and assessment evidence suggests that many Humboldt State University Students need to strengthen their writing skills. In addition, writing proficiency is one of HSU's student learning outcomes and one of the WASC themes. Because writing skill develops over*

time with constant practice, an approach that develops skills over multiple courses will increase student learning of this essential skill. In addition, developing discipline-specific writing skills is essential because effective writing is tied to the content of the writing.

The purpose of the curricular review process and report is to encourage faculty to engage in thoughtful discussion about their expectations for student writing and how best to help students meet those expectations within the major curriculum. As part of that process, the committee encourages faculty to consider creating a grading rubric for the most essential aspects of good writing in your discipline. Ideally such a rubric (and the discussions required to create it) would lead to a degree of consistency in faculty expectations for students, while still allowing room for variation in each faculty member's approach to teaching and grading writing.

The baseline assessment required in 2009-2010 is designed to 1) ensure that every department is actively involved in assessing writing before the next stage of the WASC process and 2) to give departments baseline data that can be used for comparison the next time the writing outcome comes up in the department's assessment rotation. In many cases, this first assessment may suggest that improvements are needed (and in some cases, the curricular review may have already suggested some appropriate changes to the curriculum). Each department will determine which (if any) improvements to implement based on what will work best for their major(s). For example, some may choose more revised writing in many courses, while others may choose to create a writing-intensive course, while others may choose a sequencing structure where writing skills are introduced, developed and mastered over multiple courses. Ideally, the next time this outcome is assessed, improvement will be apparent.

To avoid a significant increase in departments' assessment workloads, the writing outcome will simply be inserted into the current rotation of the assessment schedule for all departments that don't currently have a writing outcome or that have not yet assessed that outcome. Some examples:

1) A department that presently didn't include writing as a Learning Outcome.

Current Assessment Plan:	Revised Assessment Plan
2007-2008: Outcome A	2007-2008: Outcome A
2008-2009: Outcome B	2008-2009: Outcome B
2009-2010: Outcome C	2009-2010: New Writing Outcome
2010-2011: Outcome D	2010-2011: Outcome C
	2011-2012: Outcome D

2) A department hasn't yet assessed its existing writing outcome:

Current Assessment Plan:	Revised Assessment Plan
2007-2008: Outcome A	2007-2008: Outcome A
2008-2009: Outcome B	2008-2009: Outcome B
2009-2010: Outcome C	2009-2010: Writing Outcome
2010-2011: Writing Outcome	2010-2011: Outcome C

The attached template provides a framework for discussing departmental expectations for student writing and for reporting the results of those discussions.

Initially, it would be useful to collect and share samples of student work, to serve as a starting point for the discussion of expectations. When you're very familiar with documents within a discipline, it can be difficult to describe their characteristics. If that's the case, one helpful strategy is to look at examples of student writing that do not meet your expectations: describing what is missing in such work can provide a good beginning for articulating specific expectations.

- (1) **Identify a document type that is relevant for the discipline:** This could be a document that students would be expected to produce in their disciplinary profession after graduation (e.g., lesson plan, policy brief, peer-reviewed research article with abstract), or a document aimed more at enhancing content learning and critical thinking (e.g., research paper, deliberative essay). It is likely that a number of document types occur within the program's curriculum; you're encouraged to identify the most important ones for students to master.

Purpose: What problem is the document usually intended to solve?

Readers: For whom is the document usually written?

- (2) **List the central characteristics, as applicable, of the document type:** Such descriptors as "well-organized," for example, can mean very different things in different disciplines.

Some characteristics you may want to consider in your description of **organization**:

Is the document divided into distinct **sections**, as in scientific research articles (introduction, methods, results, discussion, conclusion and recommendations)? If so, are they labeled with headings?

What is the **sequence of elements** -- how does the document begin? Is it organized chronologically? Do points precede or follow the evidence that supports them? What kinds of **transitions** are used? How does the document end?

Some characteristics you may want to consider in your description of **content**:

Argument: Does the document focus on building an argument? If so, does it describe others' arguments before making one of its own?

Types of evidence/information: What kinds of information are used in the document?

Some characteristics you may want to consider in your description of **format and conventions**:

If the document uses published sources, what **citation format** is used (e.g., APA, MLA, CBE)?

Does the entire document consist of paragraphs, or are there graphs, lists, other elements?

Some characteristics you may want to consider in your description of **disciplinary context**:

What specialized **vocabulary** and terminology characterize the document?

Does the document reference **theories** in the discipline? If so, how are they named?

What kinds of **sources** does the content in the document come from?

- (3) **List the course(s)** in the curriculum where the processes involved in writing the document are introduced, developed, mastered; **identify representative assignments**. Note that not all of the relevant assignments will be papers; other activities and exercises (lists, questions and responses, mindmaps) can contribute to the development of students' writing skills, especially in the early phases of producing a particular kind of writing.

You can repeat this process for as many document types as your program wants to address.

PASSED – November 4, 2008 – Academic Senate
APPROVED – December 11, 2008 – President Richmond

Electronic Distribution:
VP for Academic Affairs
Associate VP for Academic Programs and Undergraduate Studies
VP for Administrative Affairs
VP for Student Affairs
VP for University Advancement

Developing Discipline-Specific Writing Skills for Majors in Egyptology

<p>(1.a) Identify a document type produced in the discipline, its purpose, and its readers</p>	<p>(2.a) List the central characteristics, as applicable, of the document type</p>		<p>(3.a) List the course(s)/typical assignments where writing the document is introduced, developed, mastered</p>
<p>Document type: Annotated Bibliography</p> <p>Purpose: To demonstrate thoughtful approach to published sources</p> <p>Reader(s): Instructor and peers</p>	<p>Organization</p>	<p>Two sections: Intro, alphabetically-organized biblio w/ one-paragraph annotations</p>	<p>Introduced: Course(s): EGPT 110 Typical assignment(s): Weekly 1-paragraph article summary.</p> <p>Developed: Course(s): EGPT 210, 350 Typical assignment(s): Short documented critiques (one and two sources, respectively) in APA format with Works Cited</p> <p>Mastery demonstrated: Course(s):EGPT 430 Typical assignment(s):Annotated Bibliography, at least 7 sources, completed in preparation for student's capstone field research project in a later semester</p>
	<p>Content:</p>	<p>Each entry summarizes source's argument and describes what the source contributes to the writer's own work on the topic</p>	
	<p>Format and conventions</p>	<p>APA Works Cited format, with each bibliographical entry followed by a single-spaced paragraph of about 150 words. Present tense.</p>	
	<p>Disciplinary context</p>	<p>Sources from refereed journals such as <i>Egyptology Review</i> and <i>Applied Egyptology</i>. Summaries typically reference major theorists (e.g., Hansen, Tut, Smith).</p>	
	<p>Other</p>		

Developing Discipline-Specific Writing Skills for Majors in Egyptology

(1.b) Identify a document type produced in the discipline, its purpose, and its readers	(2.b) List the central characteristics, as applicable, of the document type		(3.b) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
<p>Document type: Hieroglyph analysis</p> <p>Purpose: To present and support original interpretation of hieroglyphs found in students' field research</p> <p>Reader(s): Instructor and peers</p>	Organization	Three sections with headings: Intro/literature review; Analysis; Conclusions/Recommendations for Future Research. Analysis section is inductively organized	<p>Introduced: Course(s):EGPT 110 Typical assignment(s): Hieroglyph description accompanied by sketch</p> <p>Developed: Course(s): EGPT 225, 380, 410 Typical assignment(s):Short hieroglyph research activity in EGPT 225; summary of major theory with supporting hieroglyph selection/description in EGPT 380; Hieroglyph Sketchbook w/descriptive captions in EGPT 410</p> <p>Mastery demonstrated: Course(s):EGPT 450 Typical assignment(s):Capstone Field Project research paper</p>
	Content:	Lit review provides methodological as well as theoretical background for writer's arguments; analysis section describes the graphemes before providing writer's interpretation; conclusion provides well-formed research questions for further investigation.	
	Format and conventions	General APA format with headings, but drawings of graphemes are included within the text rather than appended at the end. Writer's interpretations are modulated (e.g., the evidence "suggests" or "indicates" rather than "proves").	
	Disciplinary context	Lit review references sources from refereed journals; writer's original interpretations reference published interpretations. Writer's argument is presented in context of at least one major theory (e.g., Hansen, Tut, Smith)	
	Other	Drawings of graphemes are camera-ready.	

Developing Discipline-Specific Writing Skills for Majors in _____

(1.c) Identify a document type produced in the discipline, its purpose, and its readers	(2.c) List the central characteristics, as applicable, of the document type		(3.c) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
<p>Document type:</p> <p>Purpose:</p> <p>Reader(s):</p>	Organization		<p>Introduced:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Developed:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Mastery demonstrated:</p> <p>Course(s):</p> <p>Typical assignment(s):</p>
	Content:		
	Format and conventions		
	Disciplinary context		
	Other		

ADMINISTRATIVE MEMORANDUM

VPAA 08-04

January 12, 2009

HSU Policy on Improving Undergraduate Student Writing Effective January 2009

Introduction

The Resolution on Approaches to Improve Undergraduate Student Writing (#04-08/09-EP), which was passed last semester by the Academic Senate and signed by the President, supported an inclusive approach to developing student writing skills throughout all academic programs. As noted in the rationale for the resolution, *"Anecdotal and assessment evidence suggests that many Humboldt State University Students need to strengthen their writing skills. In addition, writing proficiency is one of HSU's student learning outcomes and one of the WASC themes. Because writing skill develops over time with constant practice, an approach that develops skills over multiple courses will increase student learning of this essential skill. In addition, developing discipline-specific writing skills is essential because effective writing is tied to the content of the writing."*

As an initial, concrete step toward developing all students' writing skills, this policy directs every undergraduate program to include discipline-specific writing skills as one of the Student Learning Outcomes for the major.

Implementation

The steps in implementing this policy specify a timeline for determining what kinds of documents the program will focus their students on learning how to write, describing what such documents are like, and identifying where in the program students will learn and practice the writing of those documents. Assessment requirements are also part of the implementation of this policy.

Timeline	Action Step	Additional Information; Resources
Friday, January 23, 2009	Department Chairs forward the names of two Writing Liaisons to Tasha Souza (tasha.souza@humboldt.edu).	Departments will begin the process of deciding which kinds of documents the program will focus their students on learning how to write. Resources: See attached template for program writing plan, along with examples of completed plans.
Early spring 2009	Departments add discipline-specific writing skills to each program's list of learning outcomes.	
Saturday, February 21, 2009	Liaisons participate in the first of two half-day workshops, drafting plans to be further developed with their departments.	Liaisons will draft plans, to be developed and refined in collaboration with their departments Resource: Carol Holder, expert in the field of writing in the disciplines

This policy and implementation plan were approved by the HSU Academic Senate (11/04/08) and by President Richmond (12/11/08).

Timeline	Action Step	Additional Information; Resources
February-March, 2009	Departments discuss and develop their programs' writing plans.	<p>The resolution specifies that "by the end of the Spring 2009 semester, each undergraduate program (even those that already have writing as a student learning outcome) will complete the initial discussion/evaluation/curricular review of the role of writing in the major paying particular attention to characteristics that define good discipline-specific writing skills and the places in the curriculum where those skills are introduced, developed, and mastered."</p> <p>Resources: Faculty Development Coordinator/CAC Coordinator can provide assistance in writing plans and designing effective writing assignments (tasha.souza@humboldt.edu)</p> <p>Online resources are also available at http://www.humboldt.edu/~ugst/wac/index.html</p>
Saturday, April 4, 2009	Liaisons participate in the second of two half-day workshops.	<p>Liaisons will discuss and provide feedback on each others' program plans and work on developing effective assignments</p> <p>Resource: Carol Holder, expert in the field of writing in the disciplines</p>
April, 2009	Departments complete the revision of their program plans and work on developing effective writing assignments.	<p>Resources: Faculty Development Coordinator/CAC Coordinator can provide assistance in writing plans and designing effective writing assignments (tasha.souza@humboldt.edu)</p> <p>Online resources are also available at http://www.humboldt.edu/~ugst/wac/index.html</p>
May 8, 2009	Departments submit final version of program plans for developing student writing.	<p>Programs will be submitted to the designated committee via the Office of Academic Programs and Undergraduate Studies</p>
Beginning of Fall 2009 semester	Departments prepare for baseline assessment of their students' writing, to be completed by the end of the 2009-2010 academic year.	<p>Any major that has not already assessed a writing-oriented Student Learning Outcome must complete a baseline assessment of student writing by the end of the 2009-2010 academic year. The writing outcome will be inserted into the major's planned assessment schedule; in 2009-2010, the department may substitute assessment of the writing outcome for one outcome that was scheduled to be assessed that year.</p>

		<p>The departments may modify their assessment schedules to accommodate the added outcome. Departments that have already assessed this outcome for their students may choose to submit the results of that assessment rather than conduct a new one</p> <p>Resources: Faculty Development Coordinator/CAC Coordinator (tasha.souza@humboldt.edu) Faculty Associate for Assessment (judith.little@humboldt.edu) Online resources are also available at http://www.humboldt.edu/~ugst/wac/index.html</p>
October 15, 2009	Department receive feedback on program plans.	Designated committee will provide feedback and suggestions.
May 1, 2010	Departments submit baseline assessments of their students' writing.	Baseline assessment results will be submitted to the designated committee via the Office of Academic Programs and Undergraduate Studies

Additional Action

The resolution includes two additional steps to support development of student writing, both of which will require further action by the Academic Senate:

1. During the 2009-2010 academic year, the appropriate curriculum oversight committee will develop a draft policy on writing requirements for General Education courses. This policy will be submitted to the Academic Senate for approval by the end of the Spring 2010 semester.
2. A committee within the new Curriculum Review process, still under development and not yet approved by the Academic Senate, will be charged with oversight of progress in assessing and improving student writing.

Plan to Develop Discipline-Specific Writing Skills for Majors in _____

Page __ of __

Department Liaisons:

<i>(1.a) Identify a document type produced in the discipline, its purpose, and its readers</i>	<i>(2.a) List the central characteristics, as applicable, of the document type</i>	<i>(3.a) List the course(s)/typical assignments where writing the document is introduced, developed, mastered</i>										
<p>Document type:</p> <p>Purpose:</p> <p>Reader(s):</p>	<table border="1"> <tr> <td data-bbox="583 683 772 753">Organization</td> <td data-bbox="772 683 1318 753"></td> </tr> <tr> <td data-bbox="583 753 772 878">Content:</td> <td data-bbox="772 753 1318 878"></td> </tr> <tr> <td data-bbox="583 878 772 1019">Format and conventions</td> <td data-bbox="772 878 1318 1019"></td> </tr> <tr> <td data-bbox="583 1019 772 1144">Disciplinary context</td> <td data-bbox="772 1019 1318 1144"></td> </tr> <tr> <td data-bbox="583 1144 772 1268">Other</td> <td data-bbox="772 1144 1318 1268"></td> </tr> </table>	Organization		Content:		Format and conventions		Disciplinary context		Other		<p>Introduced:</p> <p> Course(s):</p> <p> Typical assignment(s):</p> <p>Developed:</p> <p> Course(s):</p> <p> Typical assignment(s):</p> <p>Mastery demonstrated:</p> <p> Course(s):</p> <p> Typical assignment(s):</p>
Organization												
Content:												
Format and conventions												
Disciplinary context												
Other												

Plan to Develop Discipline-Specific Writing Skills for Majors in _____

Page __ of __

Department Liaisons:

<i>(1.a) Identify a document type produced in the discipline, its purpose, and its readers</i>	<i>(2.a) List the central characteristics, as applicable, of the document type</i>	<i>(3.a) List the course(s)/typical assignments where writing the document is introduced, developed, mastered</i>										
<p>Document type:</p> <p>Purpose:</p> <p>Reader(s):</p>	<table border="1"> <tr> <td data-bbox="583 683 772 753">Organization</td> <td data-bbox="772 683 1314 753"></td> </tr> <tr> <td data-bbox="583 753 772 878">Content:</td> <td data-bbox="772 753 1314 878"></td> </tr> <tr> <td data-bbox="583 878 772 1019">Format and conventions</td> <td data-bbox="772 878 1314 1019"></td> </tr> <tr> <td data-bbox="583 1019 772 1144">Disciplinary context</td> <td data-bbox="772 1019 1314 1144"></td> </tr> <tr> <td data-bbox="583 1144 772 1266">Other</td> <td data-bbox="772 1144 1314 1266"></td> </tr> </table>	Organization		Content:		Format and conventions		Disciplinary context		Other		<p>Introduced:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Developed:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Mastery demonstrated:</p> <p>Course(s):</p> <p>Typical assignment(s):</p>
Organization												
Content:												
Format and conventions												
Disciplinary context												
Other												

Plan to Develop Discipline-Specific Writing Skills for Majors in _____

Page __ of __

Department Liaisons:

<i>(1.b) Identify a document type produced in the discipline, its purpose, and its readers</i>	<i>(2.b) List the central characteristics, as applicable, of the document type</i>	<i>(3.b) List the course(s)/typical assignments where writing the document is introduced, developed, mastered</i>										
<p>Document type:</p> <p>Purpose:</p> <p>Reader(s):</p>	<table border="1"> <tr> <td data-bbox="594 683 772 751">Organization</td> <td data-bbox="772 683 1318 751"></td> </tr> <tr> <td data-bbox="594 751 772 878">Content:</td> <td data-bbox="772 751 1318 878"></td> </tr> <tr> <td data-bbox="594 878 772 1021">Format and conventions</td> <td data-bbox="772 878 1318 1021"></td> </tr> <tr> <td data-bbox="594 1021 772 1148">Disciplinary context</td> <td data-bbox="772 1021 1318 1148"></td> </tr> <tr> <td data-bbox="594 1148 772 1266">Other</td> <td data-bbox="772 1148 1318 1266"></td> </tr> </table>	Organization		Content:		Format and conventions		Disciplinary context		Other		<p>Introduced:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Developed:</p> <p>Course(s):</p> <p>Typical assignment(s):</p> <p>Mastery demonstrated:</p> <p>Course(s):</p> <p>Typical assignment(s):</p>
Organization												
Content:												
Format and conventions												
Disciplinary context												
Other												

Notes: Developing Students' Discipline-Specific Writing Skills

The attached template provides a framework for discussing departmental expectations for student writing and for reporting the results of those discussions.

Initially, it would be useful to collect and share samples of student work, to serve as a starting point for the discussion of expectations. When you're very familiar with documents within a discipline, it can be difficult to describe their characteristics. If that's the case, one helpful strategy is to look at examples of student writing that do not meet your expectations: describing what is missing in such work can provide a good beginning for articulating specific expectations.

- (1) **Identify a document type that is relevant for the discipline:** This could be a document that students would be expected to produce in their disciplinary profession after graduation (e.g., lesson plan, policy brief, peer-reviewed research article with abstract), or a more document aimed more at enhancing content learning and critical thinking (e.g., research paper, deliberative essay). It is likely that a number of document types occur within the program's curriculum; you're encouraged to identify the most important ones for students to master.

Purpose: What problem is the document usually intended to solve?

Readers: For whom is the document usually written?

- (2) **List the central characteristics, as applicable, of the document type:** Such descriptors as "well-organized," for example, can mean very different things in different disciplines.

Some characteristics you may want to consider in your description of **organization**:

Is the document divided into distinct **sections**, as in scientific research articles (introduction, methods, results, discussion, conclusion and recommendations)? If so, are they labeled with headings?

What is the **sequence of elements** -- how does the document begin? Is it organized chronologically? Do points precede or follow the evidence that supports them? What kinds of **transitions** are used? How does the document end?

Some characteristics you may want to consider in your description of **content**:

Attachment (1 of 2) to Policy on Improving Undergraduate Student Writing

Argument: Does the document focus on building an argument? If so, does it describe others' arguments before making one of its own?

Types of evidence/information: What kinds of information are used in the document?

Some characteristics you may want to consider in your description of **format and conventions:**

If the document uses published sources, what **citation format** is used (e.g., APA, MLA, CBE)?

Does the entire document consist of paragraphs, or are there graphs, lists, other elements?

Some characteristics you may want to consider in your description of **disciplinary context:**

What specialized **vocabulary** and terminology characterize the document?

Does the document reference **theories** in the discipline? If so, how are they named?

What kinds of **sources** does the content in the document come from?

- (3) **List the course(s)** in the curriculum where the processes involved in writing the document are introduced, developed, mastered; **identify representative assignments.**

Note that not all of the relevant assignments will be papers; other activities and exercises (lists, questions and responses, mindmaps) can contribute to the development of students' writing skills, especially in the early phases of producing a particular kind of writing.

You can repeat this process (and the form) for as many document types as your program wants to address in the curriculum.

First sample for program in "Egyptology"

Plan to Develop Discipline-Specific Writing Skills for Majors in <u>Egyptology</u> _____			
Page <u>1</u> of <u>3</u> Department Liaisons: Dr. Jones, Dr. Brown			
(1.a) Identify a document type produced in the discipline, its purpose, and its readers	(2.a) List the central characteristics, as applicable, of the document type	(3.a) List the course(s)/typical assignments where writing the document is introduced, developed, mastered	
Document type: Annotated Bibliography Purpose: To demonstrate thoughtful approach to published sources Reader(s): Instructor and peers	Organization	Two sections: Intro, alphabetically-organized biblio w/ one-paragraph annotations	Introduced: Course(s): EGPT 110 Typical assignment(s): Weekly 1-paragraph article summary. Developed: Course(s): EGPT 210, 350 Typical assignment(s): Short documented critiques (one and two sources, respectively) in APA format with Works Cited Mastery demonstrated: Course(s):EGPT 430 Typical assignment(s):Annotated Bibliography, at least 7 sources, completed in preparation for student's capstone field research project in a later semester
	Content:	Each entry summarizes source's argument and describes what the source contributes to the writer's own work on the topic	
	Format and conventions	APA Works Cited format, with each bibliographical entry followed by a single-spaced paragraph of about 150 words. Present tense.	
	Disciplinary context	Sources from refereed journals such as <i>Egyptology Review</i> and <i>Applied Egyptology</i> . Summaries typically reference major theorists (e.g., Hansen, Tut, Smith).	
	Other		

Second sample for program in "Egyptology"

Plan to Develop Discipline-Specific Writing Skills for Majors in <u> Egyptology </u>		
Page <u> 2 </u> of <u> 3 </u> Department Liaisons: Dr. Jones, Dr. Brown		
(1.b) Identify a document type produced in the discipline, its purpose, and its readers	(2.b) List the central characteristics, as applicable, of the document type	(3.b) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
<p>Document type: Hieroglyph analysis</p> <p>Purpose: To present and support original interpretation of hieroglyphs found in students' field research</p> <p>Reader(s): Instructor and peers</p>	<p>Organization</p> <p>Three sections with headings: Intro/literature review; Analysis; Conclusions/Recommendations for Future Research. Analysis section is inductively organized</p>	<p>Introduced: Course(s):EGPT 110 Typical assignment(s): Hieroglyph description accompanied by sketch</p> <p>Developed: Course(s): EGPT 225, 380, 410 Typical assignment(s):Short hieroglyph research activity in EGPT 225; summary of major theory with supporting hieroglyph selection/description in EGPT 380; Hieroglyph Sketchbook w/descriptive captions in EGPT 410</p> <p>Mastery demonstrated: Course(s):EGPT 450 Typical assignment(s):Capstone Field Project research paper</p>
	<p>Content:</p> <p>Lit review provides methodological as well as theoretical background for writer's arguments; analysis section describes the graphemes before providing writer's interpretation; conclusion provides well-formed research questions for further investigation.</p>	
	<p>Format and conventions</p> <p>General APA format with headings, but drawings of graphemes are included within the text rather than appended at the end. Writer's interpretations are modulated (e.g., the evidence "suggests" or "indicates" rather than "proves").</p>	
	<p>Disciplinary context</p> <p>Lit review references sources from refereed journals; writer's original interpretations reference published interpretations. Writer's argument is presented in context of at least one major theory (e.g., Hansen, Tut, Smith)</p>	
	<p>Other</p> <p>Drawings of graphemes are camera-ready.</p>	

Third sample for program in "Egyptology"

Plan to Develop Discipline-Specific Writing Skills for Majors in <u> Egyptology </u>		
Page <u> 3 </u> of <u> 3 </u> Department Liaisons: Dr. Jones, Dr. Brown		
(1.c) Identify a document type produced in the discipline, its purpose, and its readers	(2.c) List the central characteristics, as applicable, of the document type	(3.c) List the course(s)/typical assignments where writing the document is introduced, developed, mastered
<p>Document type: Memo of Understanding</p> <p>Purpose: To outline agreements regarding sites for field research</p> <p>Reader(s): Authorities vested with responsibility for important historical sites, as well as grant-awarding entities and university stakeholders (Director for Risk Management, Dean of Antiquities, Department Chair, International Programs Director, etc.).</p>	<p>Organization</p> <p>A brief list of basic assumptions is followed by separately-enumerated lists of responsibilities and other arrangements. Signature authorities are identified at the end of the document, and space for signatures provided.</p>	<p>Introduced: Course(s): EGPT 411 Typical assignment(s): Reading/discussing sample MOUs; Research and Report on relevant stakeholders for a specific site (includes identification of key terms, tasks, and responsibilities for agreement)</p> <p>Developed: Course(s): EGPT 411 Typical assignment(s): Outline of stakeholder concerns regarding potential MOU, with possible wording to address each concern</p> <p>Mastery demonstrated: Course(s): EGPT 411 Typical assignment(s): Full MOU addressing all major areas of concern, to be reviewed by external panel of experts</p>
	<p>Content:</p> <p>Specific responsibilities for each party, mutual responsibilities, financial arrangements, the term of the MOU, and appropriate signatures</p>	
	<p>Format and conventions</p> <p>"Whereas" introduces each of the introductory assumptions. The list of assumptions is followed by specific language chosen to introduce the "mutual promises herein contained" and the agreements to which the parties agree. Parties are clearly named; there is a great deal of redundancy for clarity's sake.</p>	
	<p>Disciplinary context</p> <p>Responsibilities include protection of antiquities and national sovereignty, observance of the Egyptology Ethics Protocol of 1917, and indemnification of the University from liability and excess costs.</p>	
	<p>Other</p> <p>The needs of all stakeholders must be identified and addressed in the Memo of Understanding; these will vary from situation to situation.</p>	

Merry Phillips

From: Rollin Richmond [Rollin.Richmond@humboldt.edu]
Sent: Thursday, December 11, 2008 10:01 AM
To: Saeed Mortazavi
Cc: Merry Schellinger; Patty Lindley; Mary Greta; Robert Snyder; Jena Burges
Subject: Responses to Senate communications

Dear Saeed:

Thank you for your communications regarding Senate actions of November 19th and 20th. I am pleased to learn that the Senate approves the process established by the CFA and the CSU for Post Promotion Salary Increases.

I am delighted to approve the resolution on Approaches to Improve Undergraduate Student Writing (#04-08/-9-EP). Ensuring that students have many opportunities to hone their writing skills is an important addition to our curriculum.

Thank you for the resolution on the response to the Keeling Report.

Please express my best wishes for a happy and restful set of holidays to your colleagues and my thanks for a successful Fall semester.

Rollin

Rollin C. Richmond, President
Humboldt State University
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Cell: 707-599-6699

Humboldt State University: Learning to Make a Difference. Visit us on the Web at www.humboldt.edu.

Merry Phillips

From: Lura Holtkamp [Lura.Holtkamp@humboldt.edu]
Sent: Wednesday, January 14, 2009 7:08 PM
To: deptchairs@redwood.humboldt.edu
Cc: 'Merry Schellinger'; 'Tasha Souza'; Judith Little; Carol Holder; Mary Greta; vpoffices@redwood.humboldt.edu
Subject: Academic Affairs Administrative Memorandum #08-04
Attachments: Writing Policy Administrative Memo with attachments.pdf

This is being sent on behalf of Provost Bob Snyder and Vice Provost Jená Burges.

To all Department Chairs,

Please distribute the attached Academic Affairs Administrative Memo #08-04, *HSU Policy on Improving Undergraduate Student Writing Effective January 2009*, to all staff and faculty in your area. This policy will be posted on the Academic Affairs website soon. Additionally, a hard copy will be distributed to each Department through the campus mail. This policy, with the attachments, is 11 printed pages.

If you are not a Department Chair but have staff or faculty in your area that pertain to this policy, please forward this e-mail directly to them.