

Writing-Intensive (W) Focus Board  
End-of-Year Report  
May 2003

The nine faculty members of the W Focus Board met with the Mānoa Writing Program (MWP) staff members 15 times during the academic year. Much of the Board's work (summarized here) was routine. But the Board also moved the MWP forward by providing the context for a new assessment initiative.

1. Board members individually and collectively reviewed approximately 579 new class sections, most of which they recommended to the GEC for W Focus designation. As a result of this work, and the work of previous W Boards, the UHM faculty offered or will offer

468 W classes in S03,  
117 W classes during SS03 (includes non-summer session Outreach classes), and  
438 W classes during F03.

In the process of doing this work, members of the W Board made contact with all UHM department chairs.

2. Board members worked to improve W Program accountability by drafting a new statement covering mission, goals, and desired learning outcomes (attached). From this statement emerged the draft of an assessment agenda for 03-04.
3. Board members reviewed the external report on UHM's English first-year-writing program and discussed their observations with the English Department's Director of Composition and Rhetoric. The Board reaffirmed its willingness to work with that program and with the English Language Institute.
4. The Board provided routine oversight of the MWP Writing Placement Examination for 1,848 incoming students, an examination that results in student placement into either English or English Language Institute courses.
5. The Board reaffirmed that W Focus proposals involving previously approved W classes should include a class syllabus showing how W Hallmarks are met.
6. The Board urged fuller use of data available through end-of-semester CAFE surveys.

# The Mānoa Writing Program

## Mission, Goals, Learning Outcomes

A Working Document, April 2003

### **MISSION**

The mission of the Manoa Writing Program and the Writing Focus Board is to make writing beyond the introductory writing course an important part of every student's undergraduate education. To accomplish this mission, the Program and Board support writing-centered ("writing-intensive") classes in all disciplines across the campus. In writing-intensive (W) classes, students learn to write in ways that promote effective communication, support learning, and conform to conventions of specific fields.

### **GOALS**

#### *Program-based*

- The Program and Board will recruit instructors to teach W classes and work to assess and improve the quality of W classes in all disciplines.
- The Program and Board will guide departments to ensure that enough W classes are offered in all disciplines to meet student need.

#### *Student-based*

Through multiple W classes,

- Students will develop strategies for effective writing.
- Students will learn to use and value writing as a tool for learning.
- Students will learn to write in the primary genres of their chosen fields, following appropriate conventions.

### **STUDENT LEARNING OUTCOMES**

***Through multiple W classes, students will develop strategies for effective writing.*** Students can

- ✓ define a purpose and audience for various writing tasks.
- ✓ describe processes for composing an effective piece of writing.
- ✓ revise a draft purposefully.
- ✓ write a final draft that is well-focused, effectively organized, and precise in its language.
- ✓ edit their written work so that it is reasonably free from errors of usage, mechanics, and spelling.
- ✓ appropriately incorporate (and credit) source materials.

***Through multiple W classes, students will learn to use and value writing as a tool for learning.***

Students can

- ✓ use writing to build and expand their understanding of a topic.
- ✓ use writing to consider different ideas or viewpoints on a topic.
- ✓ explain to others how writing can be used as a tool for learning.

***Through multiple W classes, students will learn to write in the primary genres of their chosen fields, following appropriate conventions.*** Students can

- ✓ identify the primary genres of their field, describe identifying characteristics, & write in at least one of the genres.
- ✓ use vocabulary appropriate for field-specific texts.
- ✓ follow the writing, documenting, and formatting conventions that are appropriate to a field.