1. Writing Plan Cover Page

Date: 4/25/11

☐ First Edition of Writing Plan


Kinesiology

WEC Unit Name

School of Kinesiology

Department

Beth Lewis

WEC Faculty Liaison (print name)
blewis@umn.edu

Email

CEHD

College

Assistant Professor

Title

612-625-0756

Phone

Writing Plan ratified by Faculty

Date: 4/25/11

If Vote: 9 / 9

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):
The faculty reviewed the plan and provided feedback. The undergraduate curriculum committee voted on the plan at the monthly meeting.
2. **Unit Profile:** School of Kinesiology

*Please fill in the gray areas on this form.*

**Number of Tenured and Tenure-Track Faculty:**

- 6 Professors
- 6 Associate Professors
- 2 Assistant Professors
- 14 Total

**Comments about Faculty/Instructors**

**Major(s)**

*Please list each major your Unit offers:*

- Kinesiology
  - Total # students enrolled as of Sem Year: 387
  - Total # students graduating with major AY 04-##: 110
- Sport Management
  - Total # students enrolled as of Sem Year: 157
  - Total # students graduating with major AY 04-##: 50
- Recreation, Park, & Leisure St
  - Total # students enrolled as of Sem Year: 62
  - Total # students graduating with major AY 04-##: 21

**Total:**

**WEC Process**

<table>
<thead>
<tr>
<th>WEC Process</th>
<th>Date</th>
<th># participated</th>
<th># invited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Syllabi</td>
<td>2/1/11-3/31/11</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Interviews with Faculty</td>
<td>3/24/11-3/31/11</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>Writing Seminar with Faculty</td>
<td>4/11/11</td>
<td>10</td>
<td>27</td>
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</tbody>
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*The Office of the Vice Provost of Undergraduate Education*
*Center for Writing*
*University of Minnesota*
*612-626-7639*
*www.wec.umn.edu*
3. **Signature Page**  
*Please fill in the gray areas on this form.*

Electronic signatures may be submitted in lieu of this page. If this page is submitted as a hard copy, please include a print out of the electronic signature chain here.

**WEC Faculty Liaison**

Beth Lewis  
WEC Faculty Liaison (print name)  
Signature  

Assistant Professor  
Title  
Date

**Department Head/Chair**

Mary Jo Kane  
Print Name  
Signature  

Professor/Department Chair  
Title  
Date

**Associate Dean**

Heidi Barajas  
Print Name  
Signature  

Associate Dean, Education and Human Development  
Title  
Date

**For College of Liberal Arts units only:**

CLA - Curriculum, Instruction, and Advising Committee approved Writing Plan on  
Date

Print Name  
Title  
Date

Signature
4. Writing Plan Narrative

Please retain section headers and prompts in your plan.

Executive Summary (1-page maximum): For what reason(s) did this unit (department, school, college) become involved in the WEC project? What key implementation activities are proposed in this edition of its Writing Plan and what, briefly, is the thinking behind these proposed activities? If this is a second+ edition of this unit’s Writing Plan, please also highlight activities that are new to this edition.

The School of Kinesiology is comprised of 3 undergraduate majors: Kinesiology (KIN), Sport Management (SMGT), and Recreation, Park & Leisure Studies (REC). Within the KIN major, students can choose among several emphasis areas including exercise and health science, clinical movement science, or pre-physical education teaching licensure. Our field is multi-disciplinary in nature with a strong foundation in the physical, biological and social sciences. Each field has its own way of using writing and communication. Our students, therefore, must be prepared to use writing to help them develop a number of different skills. They must “learn how to learn” and be adaptive in their writing and communication skills.

This is the second edition of the school’s writing plan. We implemented our one year writing plan in 2010-2011 and this plan will include 2011-2014. Our school became involved in the WEC program in 2009 because all three majors have a strong emphasis on writing. There is a commitment to improving student writing in our school. The WEC process has increased awareness among faculty and instructors about the types of writing abilities with which we would like our students to graduate. Three key implementation activities that have taken place over the past year. Specifically, we conducted a detailed review of undergraduate course syllabi, we conducted comprehensive interviews with all instructors, and several faculty members participated in the writing workshop led by the WEC Team’s Mitch Ogden.

In this edition of our writing plan, we have outlined several activities that will occur during the next three years. The writing characteristics and summary of the three majors in section 3 have remained the same from the previous plan. The remaining sections have been significantly edited and modified including a significant revision to the writing abilities. The first year (2011-2012) will start with a “Now What?” meeting, which will be held with all instructors from the school. The WEC liaison and staff will co-facilitate this meeting, which will include a discussion of progress during the previous year and future plans on how to improve student writing. During the instructor interviews (conducted this year by the WEC RA), one common theme that emerged is that students lack the skills to write in APA style. Therefore, the WEC RA will work with the instructor from KIN 1871 to integrate APA teaching into the class curriculum and to develop an APA teaching manual. Other activities over the next three years will include developing other teaching materials (e.g., how to effectively write writing assignment instructions, effective rubrics), faculty surveys and interviews, annual writing workshops, and the evaluation of writing samples. Additional information about the plan over the next three years can be found in section 5.

Also, over the next three years, we will recognize the diversity of the three majors in our school by identifying similarities and differences among the majors and providing support to improve the alignment between our goals and assignments within and across the curriculum. We will continue the dialogue among the School of Kinesiology faculty, instructors and TAs with the ultimate goal to significantly improve student writing.
Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS*: What characterizes academic and professional communication in this discipline?

Kinesiology faculty felt both scientific/academic and professional communication were important skills for all majors. Most of the writing characteristics identified were important in each of the 3 sub-disciplines, however some were more strongly identified in each area. Below we highlight those characteristics and the relevance to each major identified by the number of stars (** = highly relevant; *= relevant). Please note that these writing characteristics remain unchanged from the previous writing plan.

<table>
<thead>
<tr>
<th>Writing Characteristics</th>
<th>KIN</th>
<th>SMGT</th>
<th>REC</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific (employing technical terminology) based on theoretical underpinnings, concepts, biological mechanisms</td>
<td>**</td>
<td>*</td>
<td>*</td>
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<tr>
<td>• Synthesized and summarized</td>
<td>**</td>
<td>**</td>
<td>**</td>
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<tr>
<td>• Analytical; identifying problem or issue and applying a theory or concept, and then resolving that issue</td>
<td>**</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>• Organized with a systematic, logical progression: building, scaffolding argument leading to critical point</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>• Comprehensible and replicable</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>• Narrative (flows from beginning to middle to end)</td>
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<td>**</td>
<td>**</td>
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<tr>
<td>• Descriptive and observation-based</td>
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<tr>
<td>• Critical, analytical; personal experience is applied to larger concepts; self-analytical, self-aware</td>
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<tr>
<td>• Directed at both scientific and lay audiences (fans, students, faculty, scientific community)</td>
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<tr>
<td>• Synthesized (i.e. pulling important points from literature and summarizing key information)</td>
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*Adjectives, or adjectival phrases are typically most useful here, for example, “transparent to logic,” (Nursing); “Analytic (versus journalistic) and argumentative” (Political Science).
**Section #2: DESIRED WRITING ABILITIES**: With which writing abilities should students in this unit’s majors graduate?

The WEC RA conducted interviews with 15 instructors to obtain feedback on the writing abilities. The information from these interviews was taken to a meeting with Pamela Flash, Mitch Ogden, Beth Lewis, and Laura Polikowsky where the writing abilities were significantly modified. The representatives from sport management (Eric Brownlee) and Recreation, Park & Leisure Studies (Connie Magnuson) also provided feedback regarding how well the writing abilities fit with their major. Most of the writing characteristics identified were important in all three majors; however, some were more strongly identified in each area. Below highlights the characteristics and the relevance to each major identified by the number of stars (** = highly relevant; * = relevant).

<table>
<thead>
<tr>
<th>Writing Ability</th>
<th>KINESIOLOGY</th>
<th>SPORT MANAGEMENT</th>
<th>RECREATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing to develop critical thinking skills.</td>
<td>**</td>
<td>**</td>
<td>**</td>
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<tr>
<td>Describe and analyze movement and physical activity.</td>
<td>**</td>
<td>**</td>
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<tr>
<td>Synthesize and interpret complex data.</td>
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<tr>
<td>Apply scientific data to real-world situations and practical problems.</td>
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<td>*</td>
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<tr>
<td>Apply scientific research to personal experience.</td>
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<tr>
<td>Read journal articles for essential content and subsequently critically review literature to provide appropriate interpretation.</td>
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<td>**</td>
<td>**</td>
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<tr>
<td>Demonstrates an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing).</td>
<td>**</td>
<td>**</td>
<td>*</td>
</tr>
<tr>
<td>Correctly use APA format for structure, organization, and citations.</td>
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<td>**</td>
<td>*</td>
</tr>
<tr>
<td>Successfully write to and communicate with specific audiences (lay, scientific, professional) by addressing the audience’s specific contexts.</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Develop effective written, visual, and oral presentation skills.</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Use technology appropriate for communication (e.g. presentation software, graphing software, and design software).</td>
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<td>**</td>
<td>**</td>
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</tbody>
</table>

**Verbs or verbal phrases are typically most useful here, for example, “Take a principled, not arbitrary position” (Geography); “Visually represent designs and explain salient features of a part or concept” (Mechanical Engineering).
## Writing Abilities Rating Criteria

Related to the above writing abilities, the following rating criteria will be used to analyze the writing samples.

<table>
<thead>
<tr>
<th>Writing Plan Abilities</th>
<th>PROPOSED Criteria for Rating</th>
</tr>
</thead>
</table>
| Desired abilities for graduating seniors in the discipline. | - Focus is on the text.  
- How will each ability be evidenced in the text?  
- We have the raters respond to this question: *Does the text sufficiently or insufficiently demonstrate this criteria at the level you would expect for a graduating senior?*  

1. Use writing to develop critical thinking skills. | a. X  

2. Describe and analyze movement and physical activity | b. Describes movement and/or physical activity  
c. Analyzes movement and/or physical activity  

3. Synthesize and interpret complex data. | d. Synthesizes complex data  
e. Interprets complex data  

4. Apply scientific data to real-world situations and practical problems | f. Applies scientific data to real-world situations and/or practical problems  

5. Apply scientific research to personal experience | g. Applies scientific research to personal experience  

6. Read journal articles for essential content and subsequently critically review literature to provide appropriate interpretation | h. Interprets cited journals articles by analyzing the limitations and/or real world implications of the articles  

7. Demonstrate an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing). | i. Demonstrate an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing)  

8. Correctly use APA format for structure, organization, and citations. | j. Correctly uses APA format for citations  
k. Correctly uses APA format for structure and organization  

9. Successfully write to specific audiences (lay, scientific, professional) by addressing the audience’s specific contexts. | l. Writes to specific audiences (lay, scientific, professional) by addressing the audience’s specific contexts  

10. Successfully integrate written, visual, and oral information into presentations. | m. Successfully integrates written, visual, and oral information into presentations  

11. Use technology appropriate for communication (e.g. presentation software, graphing software, and design software). | m. X
**Section #3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM**: How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationales are changes proposed and what indicators will signify their impact?

**Summary of Implementation of Previous Year Plan**
The WEC RA, Laura Polikwosky, conducted a review of 22 syllabi and completed 15 interviews with faculty. A summary of her findings are outlined below.

**Review of Syllabi.** Laura identified how frequently the writing abilities were mentioned in the syllabi both explicitly and implicitly in 22 syllabi in all three majors. The writing abilities at the time of review are summarized in Appendix A. In the combined analysis for all three majors, “Using writing to deepen thinking” and “synthesizes complex data for various audiences” were implicitly mentioned the most. “Use correct citation format; and using sources appropriately to evidence ideas,” “demonstrating scholastic ethics,” and “describes mechanic of normal/healthy movement” were implicitly mentioned the least. “Apply scientific research to personal experience” and “apply scientific data to practice problems” were explicitly mentioned the most. “Demonstrate an understanding of scholastic ethics” and “use technology appropriate for communication” were explicitly mentioned the least. More information regarding the specific data by major can be found in Appendix A.

**Faculty Interviews.** Laura conducted interviews with 15 faculty members to obtain their feedback on the writing abilities and assess their reactions to the review of syllabi (the faculty were presented graphs including the data). The writing abilities were significantly revised based on feedback from the faculty (see section 2 for the revised writing abilities). Regarding reaction to the syllabi data, one common theme that emerged from the interviews was that faculty were surprised how little APA was emphasized on the syllabi. One person was surprised how some of the writing abilities were rated high even though the writing abilities were not explicitly communicated to the faculty. Another faculty member commented on the significant differences between the three majors. One faculty commented that she expected that “using writing to deepen thinking” would be higher. The complete summary of responses to the graphs and other interview questions is summarized in Appendix B.

To follow is a description of each of the three majors in the School of Kinesiology.

**Kinesiology**
As noted in the introduction, there are several focus areas or subgroups within Kinesiology -- including the exercise and sport science group, the sport psychology/sociology group, and the movement science group. Given the diversity of the group and number of instructors, the Kinesiology map is less detailed than the other 2 areas. We have included the general curriculum map below and discuss how writing is integrated in general across the course sequence.

In general, there are 3 sequences that every KIN major takes:

1. KIN 3027 Human anatomy to KIN 3385 Human Physiology to KIN 4385 Exercise Physiology
2. Students must take Physics and KIN 3027 Human Anatomy before they take KIN 3112 Biomechanics
3. Students should take General Psych before taking KIN 3126W Psych of Sport and Exercise

All KIN majors are also required to take the 2 WI courses. Students are also required to take 6 credits from the 4 courses on the far right of the map below. Although there is no capstone course, we recently added KIN 4981 Understanding Kinesiology Research as a required course for all KIN students.
Column 1 - These courses are generally large in size but begin to introduce some of the both practical and scientific writing characteristics through short research papers that involve citing references appropriately; summarizing literature; applying personal experience to writing; and beginning to understand audience-specific communication. For example, KIN 1871 (required for all KIN majors) involves a series of short assignments that include summarizing scientific articles; writing about personal experience through job shadow; and writing/revising a CV for a professional audience.

Column 2 - Pre-req 3xxx level courses (Physiology, Biomechanics, and Motor Development): The courses at this level are generally large in size and focused on learning specific concepts/knowledge — and thus currently rely on multiple choice style exams for basic content. These courses begin to introduce writing to deepen thinking through notes that can be used in the exam (for example) and also introduce writing for scientific audiences through lab reports. Other higher level writing abilities are addressed in these courses such as critical review of journal articles and basic presentation skills are introduced.

Column 3 - 3xxx and 4xxx level major courses. At this level, courses typically involve lab assignments, short writing assignments around critical thinking, and student presentations. The WI courses meet the WI requirements for writing and revising and aim to: develop critical writing and thinking skills, integrate different
types of writing, learning to clearly articulate ideas, giving and receiving constructive writing feedback, integrating research, course material both verbally and on paper – thus addressing many of the writing abilities.

Column 4 – Practicum, directed study, and research methods: These courses all use higher level writing abilities and generally allow the students to focus on the types of writing they will use in their specific field. All students are now required to take KIN 4981 which involves writing a research proposal and completing a final research project including a scientific presentation. These courses incorporate nearly all of the writing abilities to some extent and at a high level.

Structural plans for changing the way that writing and writing instruction are sequenced (2011-2012):
We completed a full curriculum review/renumber 1.5 years ago so there are no significant plans to make curricular changes. However, one issue that was expressed by a majority of instructors was students’ lack of adherence to APA style. Therefore, one planned change is to increase the amount of time spent on teaching APA style in KIN 1871, which is an introductory class taken by all students early in the major (this class is a prerequisite for several of the upper-level classes). We are therefore requesting RA support for further interviews of the instructors to determine how APA should be taught in KIN 1871 and strategies for continuing to review APA style in subsequent upper-level classes. The RA will work with the instructor for KIN 1871 to develop the APA teaching plan based on interviews with the faculty. Details of this request are in section #5. We will also continue more discussion on effective class assignments that have been shown to lead to improvement in student writing.

Assessment of Impact:
The impact of teaching APA in KIN 1871 will be assessed by reviewing writing samples among the students who have completed KIN 1871 with the APA emphasis (will be conducted in Spring 2014). These samples will be compared to the writing samples obtained this year in which students did not receive the enhanced teaching of APA style.
Sport Management
For Sport Management, most students are admitted to the major as juniors or seniors. Pre-requisite courses include KIN 1871, 1701, public speaking, and a computer course that integrate basic writing and communication skills. By the time students reach the SMGT courses, they are expected to have learned basic writing and communication skills so these courses integrate higher level characteristics into their curriculum. The curriculum map below highlights key assignments in these areas with specific examples outlined below:

**WRIT 1201, 1301, 1401**
- KIN 1871 Survey of Kinesiology, Rec and Sport
  - Synthesize research journal articles, primary and secondary research from peer-reviewed journals
  - Profile professional organizations relevant to personal goals
  - Create and revise resumes
  - Write report based on job shadowing

**SMGT 1701 Intro to Sport Management**
- Conduct in-depth interviews, write reaction papers based on speakers
- Write, critique, and revise resumes
- Analyze trends in fields (can use any source)
- Essay exams

**SMGT 3143 Organization and Management of Sport (3.0 cr)**
- Personal Philosophy of Sport statement
- Analysis of a sport organization, including outside research (4 pages)
- Informational interview of a sport manager from the organization chosen for the analysis paper (2 pages)
- Essay questions on final exam

**SMGT 3421 Business of Sport (3.0 cr)**
- Guest speaker reaction papers (1 page)
- Design a business plan for a fictional sport business they create including an executive summary, market research summary, promotional strategies, and budget (5-7 pages)
- Analyze a budget problem, research and propose viable solutions (2-3 pages)

**SMGT 3501 Sport in a Diverse Society, SSCI CD (3.0 cr)**
- Apply sociological concepts to creating a sport family tree through interviewing family members (5 pages)
- Experience paper on volunteering for a marginalized sports organization (Group paper, 5-7 pages)
- Group power point presentation on volunteer experience (limited to 20 slides)
- Current Topic Presentation (5-8 power point slided)

**SMGT 3601 Ethics and Values in Sport (2.0 cr)**
- Written exams (essay and short answer)
- Oral Case Study/Group Presentation citing facts of cases, potential outcomes, relative consequences, and group's decided course of action.
- Written Case Study: 4-5 pages, individuals analyze a case through the facts of case, potential outcomes and relative consequences, and decide on a course of action. (Safe Assign & APA)
- Summarize a current event in sport ethics and present a question related to the current event to the class for discussion.
- Future Perspective, 2-3 pages, small group discussions of papers. (Safe Assign & APA)

**SMGT 3631 Sport Marketing (3.0 cr)**
- Article review of a current event in Sport Marketing
- Sport Business Journal review article
- Executive report of a real world event working with the Minnesota Timberwolves (15-20 pages; Group assignment)
- Written midterm (4-10 pages)

**SMGT 3651 Legal Aspects of Sport (3.0 cr)**
- Case review and power point
- Response paper on organizational governance legal issues in Pete Rose v. MLB
- Research four institutions and their response to the Equity in Athletics Discrimination Act
- Analyze a college coach's contract
- Bill McCartney v University of Colorado—evaluate both sides of the case
- Analyze Bloomington Athletic Association policies and procedures and make recommendations to prevent or lessen the risk of sexual molestation
- Response and recommendation paper on the lessor-lessee contract as related to Fresno State University & Diamond Group
- Perform an identification audit of a sport event or facility, assess risk and recommend treatment of the risk.

**SMGT 3681W Senior Seminar in Sport Management, W (3.0)**
- Summarize a Sports Business Journal article and create 2-3 questions to lead class discussion on article.
- Research and participate in social networking sites, 2 page paper.
- 1 page outline on an assigned section of APA manual, lead class discussion on important elements in that section.
- 1 page critique of a peer-reviewed journal article.
- Cover letter and resume
- Research a variety of job opportunities
- Research paper: 1) rough draft that includes introduction, literature review, research question, and methodology. 2) 10-15 minute research presentation 3) Final draft also includes a table of figures, APA format

**SMGT 3996 Practicum: The Sport Experience (2.0-4.0 cr)**
- 4-5 page paper summarizing internship
Recreation, Park & Leisure Studies (REC)

The recreation program has recently revised their curriculum and provided a thoughtful approach to how writing is integrated in the curriculum. Detailed assignments are listed in the map below.

**REC 3281 - Research and Evaluation in Recreation, Park, and Leisure Studies (4.0 cr)**
- Library research tutorial
- Comparison of popular and scholarly sources
- Literature review-annotated bibliography
- Evaluation development, implementation, analysis
- Development of evaluation guide for professional audience

**REC 3541W - Recreation Programming, WI (3.0 cr)**
- Skill, analytical and societal benefits description
- Recreation program design components
- Marketing tools development-audience specific
- Interview and analysis of content
- Observation summaries
- Individual teaching
- Group presentations

**REC 3551 - Administration and Finance of Leisure Services (4.0 cr)**
- Group teaching
- Group Presentation
- Research report 10 pages
- Interview and application of content
- Program marketing pitch-audience specific
- Analysis of journal articles
- Summarize case studies

**REC 3601W - Leisure and Human Development, WI (3.0 cr)**
- Primary sourced research paper; current issues popular period (8-10 p), peer response, multiple draft, APA
- Applied theories (developmental) short paper;
  - Define terms: personal, surveyed, scholarly
  - Film review (persuasion paper), on different categories of population, reflexive re: personal biases
  - On-line discussion board
  - Review and synthesis of historical data
  - Analysis of participant data and program implications
  - Persuasion papers
  - Analysis of trends and fads

**REC 3756 - Senior Internship in Recreation, Park, and Leisure Studies (9.0 cr)**
- Development of measurable goals and objectives
- Analysis of attained goals and objectives
- Personal reflection
- Descriptive evaluation

**REC 5271 - Community Leisure Services for Persons with Disabilities (3.0 cr)**
- Narrative summary
- Analysis of historical data
- Self-analysis and perception examination
- Synthesis of oral presentations
- Critical analysis of experiential opportunity
- Group presentation to target audience

**REC 5891 - Legal Aspects of Sport and Recreation (4.0 cr)**
This course is taught by SGMT faculty.
Section #4: ASSESSMENT of STUDENT WRITING: How does this unit currently communicate writing expectations (see sections #1 and #2) to undergraduate students? What do these expectations look like when they are translated into ratable criteria? How satisfied is the unit faculty that students are adequately familiar with these expectations? What, if any, plans are proposed for disseminating content from this Writing Plan to students?

Communication of expectations about writing was left up to individual faculty and was not specifically aligned throughout the department. This is typically communicated through a description in the syllabus or an instructional handout. Now that the writing abilities have been significantly modified to more accurately reflect input from instructors, these writing abilities will be communicated to the instructors. The instructors will be encouraged to integrate some or all of the writing abilities into their writing assignments (instructions in the syllabus or handout). Therefore, the students will receive information on the writing abilities through their individual classes.

Student writing from all three majors in the School of Kinesiology is currently being collected. Writing samples from KIN 4981 have been collected and collections from SMGT 3881W and REC 3601W are currently being collected and will be completed by the end of Spring, 2011. The revised writing abilities and related criteria for rating will be used to assess these samples, which will be completed Summer, 2011. These samples will serve as a baseline for future assessment of writing samples.

Plans for closing the gap:
1. Increase awareness of desired writing characteristics. Writing characteristics will be posted on the KIN intranet for faculty, instructors and TAs to access (Fall, 2011). We will also introduce/remind faculty of the writing abilities and the WEC plan at the all-school retreat in the Fall, 2011.
2. Provide tools for faculty to improve communication of expectations to students. We will schedule a writing workshop each year during the next three years to address desired writing abilities in existing assignments. We will obtain feedback from the faculty regarding the content to customize the seminars to be held Spring, 2012, Spring 2013, and Fall, 2013.
3. Provide tools to faculty to improve grading rubrics. The workshops will also include discussion around using rubrics for grading assignments (Spring, 2012).
4. Assess effectiveness of the writing plan implementation. We will collect additional writing samples to be analyzed and compared to the baseline writing samples currently being collected (Spring, 2014).

Section #5: SUMMARY of IMPLEMENTATION PLANS and REQUESTED SUPPORT: Based on above discussions, what does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support? What kinds of assessment support does this unit request to help assess the efficacy of this Writing Plan? What are the expected outcomes of this support?

As part of the WEC participation this year, several faculty members participated in the writing workshop led by the WEC Team’s Mitch Ogden. During this workshop session, several ideas were shared regarding how to improve student writing including: (1) short daily writing assignments in class; (2) provide feedback on drafts prior to receiving final grade; (3) annotate changes on the drafts so instructors can see the changes made; (4) conduct peer reviews with detailed forms to complete; and (5) write several short papers to identify improvement over the semester. The faculty demonstrated their commitment to writing by actively participating in this seminar.
We have formulated a three year writing plan based on findings from our previous interviews, review of syllabi, and various meetings. The timeline of the plan is outlined below.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activities</th>
<th>Personnel</th>
<th>Requested Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1. Now what? Workshop consultation</td>
<td>A 12.5% RA (supervised by WEC Liaison) will be responsible for activities #2, #3, and #4. WEC liaison will coordinate #1.</td>
<td>12.5% RA (KIN) Staff time (WEC)</td>
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<tr>
<td></td>
<td>2. Faculty survey¹</td>
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<td></td>
<td>3. Work with KIN 1871 instructor to integrate APA instruction²</td>
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<td></td>
<td>4. Develop draft of teaching materials</td>
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<tr>
<td>Spring 2012</td>
<td>1. Curriculum mapping &amp; analysis: RA analysis of writing assignments and rubric, synthesize the data, and present the data³</td>
<td>A 12.5% RA (supervised by WEC Liaison) will be responsible for activities #1, #2, and #3. WEC liaison will coordinate #4 with WEC staff.</td>
<td>12.5% RA (KIN) Staff time (WEC)</td>
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<td>2. Obtain faculty feedback on teaching materials and modify and post online</td>
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<td>3. Implement the new APA instruction with the KIN 1871</td>
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<td></td>
<td>4. Writing workshop for all instructors</td>
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<tr>
<td>Fall 2012</td>
<td>1. Evaluate the new APA instruction/teaching manual for KIN 1871 and make the necessary changes²</td>
<td>A 12.5% RA (supervised by WEC Liaison) will be responsible for activities #1 and #2.</td>
<td>12.5% RA (KIN) Staff time (WEC)</td>
</tr>
<tr>
<td></td>
<td>2. Faculty interviews to assess APA integration and writing abilities implementation</td>
<td></td>
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</tr>
<tr>
<td>Spring 2013</td>
<td>1. Faculty writing workshop</td>
<td>The WEC liaison with coordinate with WEC staff.</td>
<td>Staff time (WEC)</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1. Final writing workshop</td>
<td>The WEC liaison with coordinate with WEC staff.</td>
<td>Staff time (WEC)</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>1. Final faculty meeting outlining all of the data and information gained through the WEC process</td>
<td>The WEC liaison will coordinate #1 and coordinate with WEC staff for #2.</td>
<td>Staff time (WEC)</td>
</tr>
<tr>
<td></td>
<td>2. Obtain writing samples and compare to baseline writing samples</td>
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</tbody>
</table>

¹Faculty Survey
The instructors will be surveyed to better understand specific strategies that can be implemented across the three departments to improve student writing. We will develop and distribute questionnaires assessing faculty members regarding what specific assignments they utilize to improve student writing. The survey will also ask questions related to specific instructions used in the assignments and how the assignments are graded. We will also assess strategies for good writing rubrics and how to give effective feedback. We will conduct one focus group with 5-7 faculty members to further understand effective writing assignments. The results obtained from the survey and focus group will be presented in a faculty meeting. Additionally, we will develop a small manual of effective writing strategies that will be distributed to all instructors for potential use in their classes.
Work with KIN1871 Instructor to integrate APA instruction
The WEC RA will work with the KIN 1871 instructor to integrate APA into the class curriculum. One common theme that emerged from the faculty interviews this past year was that students did not understand APA style. Several instructors suggested that APA should be effectively taught in a class students take early in their major. KIN 1871 is a required class for all Kinesiology majors and therefore, teaching APA style in this class would assist with learning APA style for future classes. The WEC RA will work with the KIN 1871 instructor to integrate APA into the class and will help in developing a teaching manual for APA to be distributed in KIN 1871 and then utilized in upper level classes. Existing APA-related online resources will also be used and integrated including the following:

Purdue OWL APA style guide: http://owl.english.purdue.edu/owl/resource/560/01/

University of Minnesota Quick Study, Library Research guide: http://tutorial.lib.umn.edu/default.html

Vanguard APA style guide: http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/

Curriculum mapping & analysis: RA analysis of writing assignments and rubric
The WEC RA will collect samples of writing assignments (description on the syllabi or instructional handouts) and grading rubrics from instructors in all three majors. These writing assignments and rubrics will be analyzed to determine if the writing abilities are explicitly and implicitly included. The WEC RA will present this data for the faulty at one of the faculty meetings.

Section #6: PROCESS USED TO CREATE THIS WRITING PLAN: How, and to what degree, were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

The WEC RA completed interviews with 15 instructors from the School of Kinesiology and completed a review of 22 syllabi. The writing abilities were significantly modified based on the interviews. Additionally, WEC updates were provided at faculty meetings. For example, in one of the all-school meetings, instructors voted on the content of the writing seminar. Ten instructors attended and actively participated in this seminar. Information noted from this seminar was integrated into the report. The final plan was written by the WEC liaison and circulated via email to all instructors in the School of Kinesiology for feedback. This feedback was integrated into the report and the final vote was obtained from the undergraduate curriculum committee.

Section #7: Briefly, please describe the ways that the ideas contained in this Undergraduate Writing Plan address the University’s Student Learning Outcomes (http://www.slo.umn).

The University of Minnesota SLO’s state that at the time of receiving a Bachelor’s degree, students:

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenship and life-long learning
The desired writing abilities and characteristics in the Kinesiology writing plan are in close alignment with each of the SLO’s as shown in the Table below:

<table>
<thead>
<tr>
<th>Writing Ability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing to develop critical thinking skills.</td>
<td>X</td>
<td>X</td>
<td></td>
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<td>X</td>
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<tr>
<td>Describe and analyze movement and physical activity.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Synthesize and interpret complex data.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Apply scientific data to real-world situations and practical problems.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Apply scientific research to personal experience.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Read journal articles for essential content and subsequently critically review literature to provide appropriate interpretation.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Demonstrates an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Correctly use APA format for structure, organization, and citations.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Successfully write to and communicate with specific audiences (lay, scientific, professional) by addressing the audience’s specific contexts.</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop effective written, visual, and oral presentation skills.</td>
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<td></td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>Use technology appropriate for communication (e.g. presentation software, graphing software, and design software).</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<td></td>
<td>X</td>
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</tbody>
</table>
Appendix A: Data from Review of Syllabi

Twenty-two syllabi were reviewed for implicit and explicit mention of the writing abilities. The 11 writing abilities at the time of the review are summarized below followed by the summary of the data.

1) Using writing to deepen thinking

2) Demonstrates an awareness of communicative context by using appropriate level of formality for a given audience

3) Apply scientific research to personal experience

4) Use correct citation format (APA, journal-specific); and using sources appropriately to evidence ideas

5) Synthesizes complex data (written, visual, oral) for various audiences—lay, scientific, professional

6) Demonstrate an understanding of scholastic ethics by conforming to citation standards and protocols

7) Read journal articles or essential content, and subsequently critically review literature to provide appropriate interpretation

8) Apply scientific data to practical problems (i.e. sports training plans, health and fitness programs, recreation programs, etc.)

9) Describe mechanics of normal/healthy movement and analyze for disturbances

10) Use technology appropriately for communication (involves audience awareness, scope-awareness)

11) Recognize the various forms and applications of writing/speaking; recognize the needs of different audiences
Table 1. Explicit and Implicit Mention of Writing Abilities for the Three Majors Combined.
Table 2. Explicit and Implicit Mention of Writing Abilities for Kinesiology.
Table 3. Explicit and Implicit Mention of Writing Abilities for Sport Management.
Table 4. Explicit and Implicit Mention of Writing Abilities for Recreation, Park & Leisure Studies.
Appendix B: Responses to the Faculty Interviews

Laura conducted interviews with 15 faculty members. Below summarizes the questions and anonymous responses from the faculty.

What are your first reactions based on what you see within the graphs? How well do you think we are communicating our values about writing (ie. writing abilities) through our syllabi?

- no one teaches APA, #9 too specific, #8 should be more important (variety of fields, mostly practical), #10-technology should be more widespread info sharing (media mail, etc.) perhaps the Instructional Technology Fellow could share new programs that would be useful in faculty meetings and be open to tutoring faculty on those programs, #4 is the ability/#6 can be removed, add student to end of #5
- APA and citation weakness, lack of use of technology, 2 and 11 are related and could be condensed
- 4&6 could be combined, 6 could be more explicit about why ethics and citations are important
- #2 very poor (formality is lacking in student writing), APA is an issue, believes #6 is taken care of by the scholastic ethics paragraph already put into the syllabus
- writing expectations are not being mentioned on syllabi, combine 4 and 6, create 3 different lists under each expectation to be degree specific
- APA is low
- 4 and 6 are low, suggests Keys for Writers to her students, 4&6 should not be combined - they need to know what plagiarism is and why
- extra credit uses 4&6, #10 get and send info.
- surprised by the extent of explicit listings knowing that syllabi were not created with the list of abilities in mind
- there is a big difference between the degrees
- expected #1 to be higher
- #10 is really low, the more specific the writing ability the fewer the number of mentions, APA really low, ethics low
- explicit mentions seem lower than expected (rec specifically), APA not so important for undergrads, 4/6/9/10 are low, 10 is a concern, 1 needs to be more explicit

Based on the writing you see from your students which writing abilities do students demonstrate most competency? Can you give a few specific examples? Weaknesses?

- strengths- #1, 2, 3, she believes they could be combined for 3501 but not other classes
- weakness - citations and formality
- strengths- act of writing it down, relating real life to course content, abstract constructs
- weakness - APA/citation, synthesizing, citing in a clear manner
- too conversational
- #3 personal stories related to lessons learned in class, formulate questions based on class lectures
- strengths- #5 reflection paper (not summary), #10
- strength - grammar, weaknesses - APA, sentence structure, clarity; synthesize and organize information, proper citation
• strengths-#1,2 and 9 are reasonably good
• strengths in 1, 10, 11 weaknesses- #2 students are too casual, using slang in formal writing, #5 students are not able to interpret journal articles, not able to get to the deeper part of the readings
• strengths #2, weaknesses in both format and citation
• weaknesses in correct citation and proper lit review
• strengths- 7,6,1 and 8 somewhat, weaknesses #4 formatting
• weakness: cannot put complete sentences together, cannot critically analyze and write-up

Which writing abilities are most important for the classes you teach? How would you revise them to make them more precise?

• most important 1/3/4+6/5/7, would like to change #1 to critical thinking skills not deepen thinking, #10 explain better: power point, video appropriate to meet audience needs
• does not use #1, “practical problems” says nothing to him, #10 what is the best way to present data on a Power Point, may take a 10 minute timeout to speak to APA but otherwise points them to his reading list
• voice shifts back and forth throughout the abilities, strike “mechanics” from #9, “recognize” is redundant with “synthesize” combine 2/5/11
• remove #9, #8 remove parentheses, combine 10/11/5/2 to say something like “synthesize data and appropriately disseminate to audience”
• #4 is important, adding readings and critical review in class, use peer reviewed journals, #3 change “Scientific” to something more neutral like peer reviewed, lose #9
• critical thinking, careful and critical reflection, #1 deepen with support from writing, #2 professional presentation(good powerpoints), personal knowledge(how do you know what you know), #3&8 are similar(remove parentheses and maybe not important for undergrads), remove #9 or change it to “normal healthy activity”
• –keep it to 5 or fewer abilities(S gives you 1), #4 document evidence, critical thinking, change “deepen” to “critical”, #7 critically, #10 technology to communicate, #8 translate info. from research to practice “translational writing, focus on the three types of writing(technical, critical thinking, and translational)
• would like to change #1 to critically thinking, #8 is important but remove parentheses, #10 would add students, community, parents and government officials, could combine 2 and 11
• #8 and #9 not very important, no real use of APA in undergraduate classes just senior sem., #8 could mention quantitative data, take away parentheses
• #1 likes the word deepen, could possibly combine 2/10/11, #6 could be a subtopic of #4, broaden #9
• #4 formatting, #6 citation standards, #1 critically analyze, #2 and 11 overlap a bit
• #6, #9 is only important for the natural science courses but must be kept for them, perhaps we need 4 groups(kin: natural science, social science, rec and sport man.), wants critical thinkers, specific/clear/solid transitions, paragraphs, examples; clear citations(IV, DV, factors); logical sequence; be more explicit about #6 and relation to unintentional plagiarism
• 1 is too broad, APA is not used for “real science,” 5/7/8 are important, 3 important
Do these writing abilities open any new ways to approach writing within your classes? How might you approach writing differently?

- no
- they are missing something in their writing classes, assignment says use APA then it should be graded
- very new class, would like to add short papers with more input
- no
- rec has really taken it upon themselves to give solid and consistent feedback on writing, they have backed off on APA but require good/consistent citation
- no
- no

What could the school do collectively to improve student writing? What can be created/implemented across the school? Specifics for each major? I.e. Writing contests**Recognition of some kind** Bringing in speakers from within the field to discuss how they use writing in their jobs **Writing projects for internships that can be used to create a “portfolio” **APA week

- 1871 is a good place for more APA work but she needs enforcement from other faculty, perhaps more APA emphasis in grading, can get those points back when APA has been corrected in a paper, likes APA week idea
- 1871 should teach critically reading research and APA, APA week with a tip of the day posted in the lobby and spoken to in each class
- no ideas, not a lot of time in the department
- need to have more pedagogical conversation, APA on-line tutorial for students
- sticking with it, continue to support the initiative, include more writing assign. And provide more feedback
- 1701 is partnering with public speaking spring ’12 forcing a focus on note taking and writing, a blog
- same standards for APA
- focus around writing scientifically and critically
- consistency throughout all courses
- personal pride in the program, criteria and standards for programs, have professionals speak to writing within their job
- early on in research methods they need to learn to read journal articles, interpret and present in an oral, written and poster presentation; there should be a full course(2-3 credits) dedicated to writing
- teach students to write more critically, not making assumptions about the reader, use examples, outline, answer the 5 questions
- APA needs to be taught early and held consistent across all classes, focus on different types of writing (technical review article, critical thinking, reaction papers), students need usable feedback, possibly share examples of good papers with classes
What support would you like to see for faculty, instructors, RA’s, and students? I.e., RA writing workshop in the fall?

- RA workshop mandatory, faculty who oversee RA’s should have to go 1x as well, e-mails from IT new applicable programs for faculty to use, guest speaker from writing center speaking to APA and specific writing for kin(lab reports/sport specific papers)
- RA writing workshop mandatory, faculty should go as well, students should be encouraged to go to writing workshops
- RA writing workshop should be rec., faculty should be given the option, more RA’s, on-line APA tutorial for students, RA manual for writing
- RA writing workshop mandatory, use a public APA tutorial and require completion at the beginning of each school year, communicating workshops to students, weaving writing workshops for faculty into the first week of school
- refresher course on APA
- RA writing workshop mandatory, integrate consistent expectations for writing in fall meetings
- RA writing workshop mandatory
- has no idea what writing center does, perhaps they could present to his cohort at the beginning of the year about writing in his field
- plagiarism software, teaching students proper level of formality for on-line writing
- RA required to go to writing workshop, faculty should go 1x, inform students of writing resources
- RA writing workshop required, CEU’s in writing and teaching for the faculty
- writing workshops for faculty
- yes, RA workshop required
The column "Service Requests" drop-down choices will appear when a cell in the "Service" column is selected. For each semester, the curriculum and mapping analysis, and conduct the curriculum and mapping analysis, will conduct the faculty surveys and interviews, develop teaching materials, work with the KIN 1871 Instructor to integrate APA style into the class.

### Financial Requests

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cost</th>
<th>Item</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>$33,549.75</td>
<td>12.5% Teaching Assistant</td>
<td>$33,549.75</td>
</tr>
<tr>
<td>Semester 2</td>
<td>$33,549.75</td>
<td>12.5% Teaching Assistant</td>
<td>$33,549.75</td>
</tr>
<tr>
<td>Semester 3</td>
<td>$33,549.75</td>
<td>12.5% Teaching Assistant</td>
<td>$33,549.75</td>
</tr>
</tbody>
</table>

Unit Name: School of Kinesiology

5. WEC Writing Plan Requests
To: Beth Lewis, Kinesiology  
From: Robert McMaster, Office of Undergraduate Education  
Subject: Decision regarding WEC funding proposal

The Department of Kinesiology recently requested the following funding to support its Writing Enriched Curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>TAs</th>
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</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>$3,549.75</td>
<td>12.5% TA</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>$3,549.75</td>
<td>12.5% TA</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>$3,549.75</td>
<td>12.5% TA</td>
</tr>
</tbody>
</table>

This request has been approved by the Office of Undergraduate Education. Please provide Pat Ferrian (ferri004@umn.edu) with your department’s EFS information so the funds may be transferred.

CC: Suzanne Bardouche, Pamela Flash, Pat Ferrian, Angela Sprunger