I. Writing Plan Cover Page

Please fill in the gray areas on this form.

February 14, 2017

☐ X Subsequent Edition of Writing Plan: previous plan submitted SP 14, First edition submitted F 10

Spanish and Portuguese Studies

<table>
<thead>
<tr>
<th>WEC Unit Name</th>
<th>CLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish and Portuguese Studies</td>
<td>CLA</td>
</tr>
<tr>
<td>Department</td>
<td>College</td>
</tr>
<tr>
<td>Jaime Hanneken</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>WEC Faculty Liaison (print name)</td>
<td>Title</td>
</tr>
<tr>
<td><a href="mailto:hanne045@umn.edu">hanne045@umn.edu</a></td>
<td>612 840 1332</td>
</tr>
<tr>
<td>Email</td>
<td>Phone</td>
</tr>
</tbody>
</table>

Writing Plan ratified by Faculty

Note: This section needs to be completed regardless of Writing Plan edition.

Date: 03/10/17

If Vote: 15 / 15

# yes / # total

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):

Consensus reached by faculty at department meeting November 11, 2016
II. Unit Profile: Spanish and Portuguese Studies

Please fill in the gray areas on this form.

Number of Tenured and Tenure-Track Faculty:

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Professors</td>
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</tr>
<tr>
<td>Associate Professors</td>
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</tr>
<tr>
<td>Assistant Professors</td>
<td>1</td>
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<td><strong>Total</strong></td>
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Comments about Faculty/Instructors

Major(s)

Please list each major your Unit offers:

<table>
<thead>
<tr>
<th>Major</th>
<th>Total # students enrolled in major as of SP 2017</th>
<th>Total # students graduating with major AY 2016-17</th>
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<tr>
<td>Spanish Studies</td>
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<td>53</td>
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<td>Spanish and Portuguese Studies</td>
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<td>7</td>
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WEC Implementation Process

<table>
<thead>
<tr>
<th>WEC Implementation Process</th>
<th>Semester/Year</th>
<th># participated / # invited</th>
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<tbody>
<tr>
<td>Undergraduate Studies Committee discussion</td>
<td>September 2016</td>
<td>10 / 10</td>
</tr>
<tr>
<td>Undergraduate Studies Committee discussion</td>
<td>October 2016</td>
<td>10 / 10</td>
</tr>
<tr>
<td>Department meeting discussion and vote</td>
<td>March 2017</td>
<td>15 / 15</td>
</tr>
</tbody>
</table>


III. Signature Page

Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

WEC Faculty Liaison

Jaime Hanneken  
WEC Faculty Liaison (print name)  

Signature

Associate Professor  
Title

03/10/2017  
Date

Department Head/Chair

Timothy Face  
Print Name  

Signature

Professor and Chair  
Title

03/10/2017  
Date

Associate Dean

Gary W. Oehlert  
Print Name  

Signature

Professor and Associate Dean  
Title  
3-30-2017  
Date
IV. Writing Plan

Narrative, 3rd Edition

Please retain section headers and prompts in your plan.

Introductory Summary:
Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 3rd edition of the Writing Plan? What, if any, key changes have been made to the 2nd edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

The Department of Spanish and Portuguese Studies was selected to pilot the WEC project in Fall 2008. Its selection for participation was significant because, as the first foreign language department to implement a Writing Plan, Spanish and Portuguese Studies was chosen to serve as a model for other language departments as they underwent the same process in subsequent years. Additionally, our department has been historically a pioneer in second-language writing pedagogy—as evidenced, for example, in the founding of the first Spanish Writing Center in the nation—making it well positioned to reap maximum benefits from WEC-facilitated curricular reform; moreover, the high enrollments in our department—higher than in all other language departments combined—as well as the large number of department majors and minors means that instructional reforms initiated through the Writing Plan could impact many thousands of students.

Apart from the opportunity to serve as a model for future pedagogical changes among foreign language departments, participation in the WEC project has granted the Department of Spanish and Portuguese Studies the occasion to reflect collectively on the challenges specific to writing instruction in our discipline and to respond to these challenges with logistical support. The department's first Writing Plan was ratified by faculty in November 2010: the proposals it included, generated following a series of planning activities facilitated by the WEC Liaison during the 2009-2010 academic year (See Appendix A for a detailed list), centered on the adoption of a list of core writing abilities desired of graduating majors and the collection and analysis of student writing to track proficiency in those abilities. Although this first plan was not put in practice, its main initiatives were incorporated into SPPT's second Writing Plan (WP2), which was ratified in February 2014.

The activities carried out under SPPT's WP2 drew upon the conclusions of 2009-2010 department-wide discussions about writing instruction, isolating two main objectives: first, to identify and track the way different writing abilities are taught in Spanish and Portuguese Studies curricula; second, to assess student performance in the twelve abilities listed in the plan's menu of criteria. To that end, the plan proposed three key initiatives:

- To increase oversight of writing instruction in upper-division courses (where the quantity and type of writing is left to instructor discretion), it required multi-section courses (SPAN 31xx; SPAN 3015w; SPAN 3015w; PORT 3501/02) to include a standard statement of writing in their syllabi (see Appendix B), and required coordinators of SPAN 3015w and SPAN 31xx courses to address writing instruction during scheduled Orientation meetings.
- To identify how writing instruction is presented to students, it implemented a series of one-time collections of course syllabi and assignment prompts, as well as a one-time collection and rating of
student writing samples from SPAN 3104w, SPAN 3105w, and SPAN 3107w to assess student performance in the twelve writing abilities of the menu of criteria. Results of this rating session were presented to instructors and faculty at two WEC-facilitated workshops in Spring 2015.

- In order better to track student practice in different writing abilities over the course of the major, the plan called for a longitudinal study of ten to twenty majors, allowing for the collection of all formal writing completed for the major as well as a set of written self-assessments.

The current (third and final) version of the Writing Plan aims to address in a concrete and sustainable way the main weaknesses in writing instruction identified through the department's 2014-2015 WEC activities. Because the abilities students consistently struggle most with according to ratings of student writing samples (developing an interpretation, adopting a critical position, providing concrete examples/integrating textual evidence to support interpretation) also pertain to defining features of writing in our discipline, this plan's activities are designed to foment through the topic of writing instruction an ongoing department-wide conversation about the pedagogical priorities of Spanish and Portuguese Studies from beginning language courses to the capstone graduation seminar. This will be achieved through three interrelated initiatives:

- A critical writing "kick-off" event to be held in early Fall 2017, for which both facilitation and financial support are requested. The kick-off will center around concurrent panels focused on common issues in writing instruction. Panels, led by instructors from all levels of SPPT curricula, will demonstrate concrete, proven strategies of writing instruction.

- An ongoing forum for discussion of writing instruction as it relates to critical thinking, for which initial financial support is requested. The SPPT Workshop on Writing (WOW) will be a periodic (once-per-semester) gathering featuring book discussions and/or presentation of writing activities related to critical analysis.

- Analysis of longitudinal study collections for future department-based initiatives in writing instruction, for which a 50% Research Assistant is requested for Spring 2018. In the semester of the anticipated completion of WP2's longitudinal study of majors, linguistic analysis of writing samples and self-assessments carried out by the Director of the Language Program and a Research Assistant will orient focus of department-led initiatives in writing instruction.

**Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS**

What characterizes academic and professional communication in this discipline?

- Critical (interpretive and evaluative of others’ works and ideas)
- Creative (adding original perspective to existing body of knowledge)
- Argumentative (positioned to persuade others)
- Thesis driven (focused on evidencing one or more key arguments)
• Scientific (following the scientific method)
• Analytic (emphasizing the logical examination of subjects)
• Descriptive (conveying data)
• Interpretive (advancing specific readings of objects using evidence)
• Attuned to historical, social, and political context
• Situated within awareness of major historic and contemporary global networks of power
• Supported by abstract or theoretical reasoning

☐ There have not been substantial revisions to this section of the Writing Plan.
☐ There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Section 2: DESIRED WRITING ABILITIES
With which writing abilities should students in this unit's major(s) graduate?

Spanish and Portuguese Studies fills a distinctive curricular role within the University of Minnesota: as a foreign language department it teaches both the practical communication and negotiation of meaning needed for language proficiency and the written and oral production of advanced academic discourse required of majors and minors. In addition, because of the unique position of Spanish in the United States—which approximates more that of a second national language than a foreign language and thus attracts more students than all other foreign languages combined—our department also plays a crucial role in equipping students with the transcultural competences they need to be informed citizens in the 21st century.1

The Writing Plan must reflect the objectives of our curriculum as a prominent co-contributor to the skills targeted by the University's student learning outcomes as well as the discipline-specific abilities of written communication and critical analysis emphasized in our majors and minors. At the same time, the Writing Plan is an opportunity to highlight and monitor the continuity of instruction from first-semester language courses to the graduation seminar. To that end, this plan devises two sets of desired writing abilities: one enumerates the abilities students should have after four semesters of language; the other includes abilities desired of graduating majors. It should be noted that this two-part structure of learning outcomes corresponds to the paradigm proposed in the 2013 Report put forth by the Second Language Acquisition Working Group, an initiative headed by representatives of the four language departments of Folwell Hall, the Director of the Language Center, and the CLA Assistant Dean for Undergraduate Programs. By charting a dual list of desired writing abilities, our department can account for the qualitative differences between writing in the language program and in upper division courses, but also track those abilities that remain consistent, thus dispelling the artificial divide often invoked between language and content.

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After four semesters of language instruction, students will have received appropriate instruction and been provided the opportunity to:

- Express personally relevant information to meet a variety of practical needs (relate experiences, express opinions and preferences, make requests)
- Communicate about non-personal topics at the paragraph level
- Demonstrate control of basic grammatical structures and verb forms and use of a variety of vocabulary.
- Link sentences into coherent paragraphs in 250-500 word compositions
- Develop a thesis and support it with evidence
- Provide content-focused peer response
- Recognize and produce different modes of discourse: opinion, description, synthesis, compare/contrast

Upon graduation, majors should be able to

- Write a research paper (develop a research question, design bibliography, revise first draft)
- Develop an interpretation of a cultural, literary, or linguistic object of study
- Adopt a critical and analytical, not personal or expository, position
- Identify appropriate primary and secondary sources for literary, cultural, or linguistic research
- Provide concrete examples to support interpretation
- Smoothly integrate textual evidence from sources to support interpretation
- Synthesize existing critical readings on an object of study
- Identify and use rhetorical organization appropriate to the discipline
- Apply correct grammar, spelling & mechanics appropriate for advanced academic discourse
- Use vocabulary appropriate for cultural, literary, or linguistic analysis
- Cite and use bibliography following appropriate MLA, APA, or LSA guidelines
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, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

Instruction of writing is highly structured and uniformly integrated in Spanish language curricula (SPAN 1001-1004, SPAN 1014, SPAN 1044), and is emphasized in the “gateway” composition course SPAN 3015w, in introductory critical analysis courses (SPAN 3104w, 3105w, 3107w, PORT 3501w, PORT 3502w), and in the graduation seminar. During the first four semesters of language instruction, the practice of basic writing abilities (constructing sentences and paragraphs; relating personal experience; summarizing texts and developing a thesis) is standardized across several sections of each course and overseen by supervisors. Writing instruction in SPAN 3015w, "Spanish Composition and Communication," is uniform across sections and is designed to facilitate the transition from personal and practical communication to the critical evaluation of literary, linguistic, and cultural texts. The critical analysis courses, focused on culture, literature, or linguistics, are writing intensive and required for the majors: the writing component of these courses introduces students to the rhetorical modes and research methods specific to each discipline, although the way writing is integrated into individual sections is determined by instructors. The graduation seminar is dedicated exclusively to the production of a 20-25 page research paper.

Review of the structure of writing practice across the department's offerings reveals that, although writing instruction is supervised and standardized at key points at the beginning and end of the major curriculum, upper-division electives (six of which are required for the majors) carry no specific writing requirements. Oversight of the integration of writing in our majors is further complicated by the fact that most of our students complete several of their required courses abroad, usually in institutions in Spain and Latin America where evaluation is based on exams rather than essays. In addition, the majority of our students are double majors and practice writing in other departments based on different skills from those specific to Spanish and Portuguese Studies. As a result, there is usually a broad variation in the level and style of student writing found in upper-division courses, and according to informal faculty consensus, a significant proportion of students enrolled in the graduation seminar have never written a research paper and/or do not fully understand the main characteristics of writing in our discipline.

In responding to these challenges, the department's WEC activities have sought increase oversight and communication in the delivery of writing instruction, particularly in 3xxx-level courses: our previous Writing Plan aimed to determine what kind of writing practice students receive between SPAN 3015w and SPAN 3972w and to pinpoint writing abilities that are not taught enough or not taught effectively. The current Writing Plan draws upon and expands that endeavor. Not only does it retain the policy changes put in place by WP2 (inclusion of statements of writing in SPAN 3015w, 3104w, 3105w, 3107w, PORT
3501/02, and SPAN 3972w; course-specific discussions of writing instruction during Fall Orientation); it also proposes an ongoing periodical workshop on writing devoted to the critical analysis writing abilities students struggle with the most according to WP2’s rating results. This workshop is envisioned as a sustainable and meaningful structural support of department writing instruction. Although it will be spearheaded during its initial year through WEC activities—both a "kick-off" conference and the two first regularly scheduled sessions—the SPPT Workshop on Writing (WOW) will be overseen in future years directly by the Undergraduate Studies Committee, with any required logistical or financial support supplied by the department; more importantly, by soliciting representation and participation from P&As, graduate instructors, and faculty alike—constituencies that rarely have the occasion to share or compare their strategies or experiences in the classroom—it seeks to foster a consensus on the nature of critical analysis (and by extension, of critical thinking) as it is practiced in our department at all levels of instruction. The proposed analysis of data from the longitudinal study is poised to provide additional guidance and support to the enhancement of department writing instruction going forward by studying the trajectory of writing practice over the major curricula as a whole.

☐ There have not been substantial revisions to this section of the Writing Plan.

☐ There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Section 4: ASSESSMENT OF STUDENT WRITING
What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?
Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project’s longitudinal rating process.)

Because of the nature of language instruction and learning, assessment of writing is already a regular part of our department’s curriculum from beginning to end. All language courses in Spanish are closely supervised and follow the same course syllabus, focusing on the development of the four skills: reading, listening, speaking and writing. Students’ writing is evaluated through the writing portion of the Language Proficiency Exam (LPE) after four semesters of Spanish and after the completion of SPAN 3015w. In both cases it is recommended that students attain a High Pass for enrollment in more advanced courses. The language instruction curriculum thus establishes clear and ratable expectations for student writing. In the upper-division curriculum for majors and minors (including three writing-intensive critical analysis courses and several electives in literature, culture, and linguistics) each instructor is responsible for communicating to students the writing abilities practiced or expected in individual courses as well as for developing appropriate writing assignments. It became clear in the 2009-2010 discussions facilitated by the WEC project that, although instructors of content courses had a general idea of the writing abilities all graduating students should have and how to teach them, no specific parameters existed as to these abilities or to the way they were addressed and evaluated between the 3xxx gateway courses and the graduation seminar.
Spanish and Portuguese Studies' WP2 aimed to address this lack of consensus both by implementing course-specific statements of writing for writing-intensive courses and by identifying, through collection of syllabi, assignment prompts, and student writing samples, those writing abilities from WP2's menu of criteria that were not taught explicitly or effectively in upper-division courses. The results of these activities, which were shared and discussed with instructors and faculty both at department meetings and at two WEC workshops in Spring 2015, generated beneficial conversations about what is expected from student writing, particularly at the 3xxx level. Those conversations, as well as the feedback gathered for the preparation of the current plan, made clear that what department members need going forward to ensure the consistent communication of writing expectations are concrete examples and a chance to share and showcase writing instruction strategies across curricular levels. The activities proposed here, rather than focusing on collections, ratings, and assessments as in WP2, emphasize a holistic, collaborative, and example-based approach to talking about writing instruction. Opportunities to demonstrate what has worked in department classrooms and to work through common issues in writing instruction will be made a regular part of the department's academic schedule: five minutes of monthly department meetings will be set aside for a critical writing showcase, and biannual critical pedagogy learning community sessions will bring faculty, graduate instructors, and P&A together to explore topics related to teaching writing for critical analysis.

In preparation for the drafting of WP2, the department used data generated by the meetings and workshops facilitated by the WEC project between 2008 and 2010 to establish two sets of desired writing abilities: one applies to students completing the fourth semester of language instruction and another applies to graduating majors. Each set of writing abilities was used to compile a list of ratable criteria with which to evaluate the quality and progress of student writing across the curriculum. The desired writing abilities and menu of criteria from WP2 were reviewed by the Undergraduate Studies Committee and by faculty and retained for the current Writing Plan. Because of the transitional nature of abilities targeted in SPAN 3015w and similar advanced language courses (SPAN 3011, PORT 3003), these courses are listed with both sets of abilities and may use criteria from either menu to assess student writing.

<table>
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<tr>
<th>Curriculum</th>
<th>Desired Writing Abilities</th>
<th>Menu of Criteria</th>
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<tbody>
<tr>
<td><strong>LANGUAGE COURSES</strong></td>
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<tr>
<td><strong>Beginning Language</strong></td>
<td>-Express personally relevant information (descriptions, opinions, preferences) at the sentence level</td>
<td>-Expresses personally relevant information to meet practical needs</td>
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<tr>
<td>Span 1001, 1002, 1022 Port 1101, 1102</td>
<td>-Use a variety of simple structures and targeted verb tenses accurately</td>
<td>-Accurately uses grammatical structures and verb tenses appropriate to level</td>
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<tr>
<td></td>
<td>-Provide peer response in English</td>
<td>-Communicates about non-personal topics at the paragraph level</td>
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<tr>
<td></td>
<td>-Write several short (50-150 words) compositions using basic connectors and a logical organization</td>
<td>-Employs logical structure</td>
</tr>
<tr>
<td><strong>Intermediate Language</strong></td>
<td>-Express personally relevant information to meet a variety of practical needs (relate experiences, express opinions and preferences, make requests)</td>
<td>-Develops an interpretation with supporting evidence</td>
</tr>
<tr>
<td>Span 1003, 1004, 1014, 1044 Port 1103, 1104 Port 3001,</td>
<td>-Communicate about non-personal topics at the paragraph level</td>
<td>-Recognizes and uses appropriately main modes of discourse: description,</td>
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<tr>
<td></td>
<td>-Demonstrate control of basic grammatical structures and verb forms</td>
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<tr>
<td></td>
<td>-Link sentences into coherent paragraphs in 250-500 word</td>
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<tr>
<td>Course</td>
<td>Description</td>
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<tr>
<td>3002 Advanced Language Span 3015W &amp; 3011 Port 3003</td>
<td>composition -Develop a thesis and support with evidence -Provide content-focused peer response in target language -Recognize and produce different modes of discourse: opinion, description, synthesis, compare/contrast</td>
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<tr>
<td>Critical Analysis of Literature &amp; Culture Span 3104W, 3105W, Span 39XX, 35XX, 36XX, 3800 Port 3501W, 3502W Advanced Language Span 3015 &amp; 3011 Port 3003</td>
<td>-Develop an appropriate research question -Distinguish among description, judgment, and analysis -Persuasively argue a position using a central thesis and evidence -Smoothly integrate evidence from critically evaluated sources -Implement a vocabulary appropriate for cultural and literary analysis -Self-correct grammar, spelling &amp; mechanics -Correctly incorporate MLA guidelines for citations and bibliographies</td>
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</tr>
<tr>
<td>Critical Analysis of Linguistics Span 3107W, Span 37XX</td>
<td>-Develop a research question -Revise first draft for content and language -Write in a typical scientific sequence (introduction, literature review, methods, analysis (including transcriptions), discussion, conclusion -Apply appropriate technical vocabulary -Apply correct grammar, spelling &amp; mechanics -Explain the meaning of complex numerical or statistical information</td>
<td></td>
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<tr>
<td>Senior Seminar 3972 W</td>
<td>-Develop a research question -Revise first draft for content and language -Develop an interpretation of a cultural, literary, or linguistic object of study -Adopt a critical and analytical, not personal or expository, position -Identify appropriate primary and secondary sources for literary, cultural, or linguistic research -Provide concrete examples to support interpretation -Smoothly integrate textual evidence from sources to support interpretation -Synthesize existing critical readings on object of study -Identifies and uses rhetorical organization appropriate to the discipline -Applies correct grammar, spelling &amp; mechanics appropriate for advanced academic discourse -Uses vocabulary appropriate for cultural, literary, or linguistic analysis -Cites bibliography following MLA, APA, or LSA guidelines</td>
<td></td>
</tr>
</tbody>
</table>
Section 5: SUMMARY OF IMPLEMENTATION PLANS, including REQUESTED SUPPORT, RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES, and SUSTAINABILITY PLANS

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?

How do the implementation plans of the 3rd edition Writing Plan relate to implementation activities from the 1st and 2nd edition Writing Plans? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation? How do implementation plans anticipate the ongoing application of this final edition Writing Plan?

How will the unit move toward ownership of the implementation process after the end of eligibility for WEC funding? When needed, what will be sources of funding and resource support? How will ongoing evaluation and improvement of the Writing Plan take place?

The activities for SPPT's third Writing Plan were designed with the objective of creating sustainable and meaningful practices related to writing instruction that can be overseen by the department in future years. They include policy changes (some retained from WP2 and some new) as well as a kick-off WEC conference on critical pedagogy and two inaugural sessions of a proposed workshop on writing. The focus on critical pedagogy in the proposed activities aims to generate consensus about writing expectations in the writing abilities related to critical analysis (developing an interpretation, adopting a critical position, providing concrete examples, and integrating textual evidence) which, according to the ratings of student writing overseen by WP2, are the most difficult for students and the least explicitly targeted abilities from the department's menu of criteria. The third and final Writing Plan aims to translate the results of WP2's activities into opportunities for collaboration and community building that will ensure all department stakeholders feel invested in continuing to improve writing instruction going forward.

(See Appendix D for a timetable of all Writing Plan activities planned from Fall 2017 to Summer 2018.)

A. Policy changes
The following policy changes from WP2 will be continued:

(1) The Undergraduate Studies Committee will be charged with carrying out the Writing Plan, advising and coordinating to better manage its implementation. Thus maintenance of the Plan will be built into the department structure and not remain the sole responsibility of the WEC Liaison.

(2) The role of faculty coordinator in SPAN 31xx- courses will be extended to include the explicit mentoring of graduate instructors in the teaching of writing during Fall Orientation and throughout the semester where this is not already the practice.

(3) Each semester, faculty and instructors of SPAN 3015w, SPAN 31xx, PORT 35xx and SPAN 3972w will insert the statement of writing developed for each course into their syllabi and into the University’s course catalogue descriptions. Statements of writing will make explicit to students the writing abilities practiced in each course and will guarantee a basic standard of writing instruction across multiple sections.

The current Writing Plan proposes the additional policy change:

(4) The Undergraduate Studies Committee will be charged with planning and managing the SPPT Workshop on Writing (WOW) and 5-minute writing instruction showcase for department meetings. As part of its scheduled annual responsibilities, the committee will determine the topics of workshop sessions (held once per semester) and solicit contributors and presenters from the department or from affiliated units.

B. Critical pedagogy kick-off conference and SPPT Workshop on Writing (WOW)

The critical pedagogy kick-off conference and Workshop on Writing are meant to introduce a recurring forum for exploring topics related to the instruction of critical analysis and critical thinking at all levels of department curricula, and for showcasing strategies for writing instruction that have already been piloted in the classroom. By bringing together different department constituencies (P&A, graduate instructors, faculty), they aim to encourage consistency in the way SPPT conveys writing expectations to students and to foster a shared understanding of the way our disciplinary focus on critical reasoning is relayed through writing instruction, both in language courses and in advanced content-based courses.

(1) The kick-off conference, held in early Fall 2017, will be a half-day event attended by all department instructors. An opening session facilitated by WEC staff and assisted by the DUS will solicit discussion around the definition of critical thinking; subsequently, participants will attend concurrent break-out panels on various topics related to writing instruction. Panels will be led by department instructors, with emphasis on collaboration between 1xxx-level and 3xxx-level instructors.
(2) The SPPT Workshop on Writing will hold bi-annual sessions beginning in Fall 2017. Sessions will be scheduled on the same days as department meetings to encourage faculty participation.

C. Analysis of longitudinal study data

The longitudinal study of writing produced by department majors, initiated in Fall 2014 under WP2, will conclude in May 2018 upon the graduation of all nine participants. Participants in the longitudinal study submit all formal writing completed for their major courses taken in residence and complete a self-assessment each semester, as well as an oral exit interview. All materials collected are stored in a designated moodle site that is currently managed by the WEC Liaison. The data generated by this study stands to offer valuable insights into the progression and trajectory of writing in Spanish Studies majors, which can be used to inform future initiatives to improve writing instruction in the department and will make important contributions to scholarship in advanced foreign language academic writing.

The Director of the Language Program and the WEC Research Assistant funded under WP2 have already presented original research drawn from the longitudinal data at major conferences: their studies center on "the specific linguistic forms undergraduate students employ to make claims, provide evidence, and signal rhetorical relationships in their writing," as well as disparities between student writing production and self-reported faculty expectations. The DLP plans to conduct further studies in this area from the longitudinal WEC data from Summer 2017 through Fall 2018 pending funding from this plan and from an Interdisciplinary Studies of Writing grant. This plan seeks to supplement that support with a 25% RA-ship for AY 2017-2018.

The Research Assistant would oversee the concluding tasks of the longitudinal study—including the exit interviews and payment of participants—and design and implement tailored instruments for the linguistic analysis of collected writing samples. The proposed research would develop ways to measure writing abilities related to analysis (for instance, by coding and quantifying common lexical markers of cohesion), using data analysis results to make recommendations to the Undergraduate Studies Committee for future topics and strategies to address in the critical pedagogy learning community or in 5-minute department showcases. In addition, the RA will help plan and facilitate the activities of the third Writing Plan.

D. Financial and service requests

(1) We request $1000 to provide materials and lunch for the critical pedagogy kick-off conference to be held in early Fall 2017. This support will be used to provide lunch to participants (the department has 70+ members), as well as to pay for conference materials used and technology needs for presenters.

(2) We request $2,000 to provide lunch and materials for the four bi-annual Workshop on Writing sessions to be held during the two years covered by this plan (F17 - SP19).

(3) We request $17,425 to hire a 25% Research Assistant for AY 2017-2018 to develop and conduct linguistic analysis of longitudinal study data and oversee final tasks in the study. This is a 25% appointment with job code 9521 at a fringe rate of 17.6%.

(4) We request consultation and facilitation of Fall 2017 critical pedagogy kick-off conference and one "check-in" consultation for each subsequent semester covered by this plan (Spring 2018 - Spring 2019).

As a result of the measures described and the support requested, we expect to use the findings of previous Writing Plan activities to establish a set of sustainable and meaningful practices for addressing writing instruction. By stressing focus on the writing abilities related to critical analysis—the abilities that, according to WP2 ratings, are the most challenging both to teach and to master—we expect to fuse discussions of writing with broader, related conversations about the role of critical thinking in Spanish and Portuguese Studies. This connection will give WEC-inspired practices the additional role of fostering community and consensus within a department structure that often seems divided between language instruction and advanced content courses. The potential outcomes of the current plan's WEC activities are thus of integral importance to SPPT's undergraduate mission.

Section 6: PROCESS USED TO CREATE THIS WRITING PLAN
How, and to what degree, were a substantial number of 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 revision process of Fall 2016 began with review of the findings of WP2 rating sessions and workshop discussions. Drawing upon these results, the Undergraduate Studies Committee (composed of faculty members, a teaching specialist, advisors, and graduate and undergraduate representatives) arrived at a set of proposed WEC-activities after brainstorming in committee meetings (one of these facilitated by WEC staff) in September and October 2016. The proposed activities were brought to the November 2016 department meeting and approved by that committee (composed of faculty, graduate and P&A representatives, and advisors). The Director of Undergraduate Studies drafted a revised Writing Plan in consultation with the Director of the Language Program and WEC staff as needed.

Section 7: CONNECTION TO STUDENT LEARNING OUTCOMES
Briefly describe how the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (http://www.slo.umn.edu).
The curriculum of the Department of Spanish and Portuguese Studies as a whole addresses each of the University’s student learning outcomes. As the core medium for mastery of the areas of inquiry and rhetorical modes that define our discipline, the writing component of our curriculum as proposed in this plan addresses at least four of them. First, at all levels of writing instruction the key task emphasized is to communicate effectively, whether this pertain to communication in authentic environments to meet practical needs or to the formal, critical inquiry into a specific linguistic, cultural, or literary object of the Spanish- and Portuguese-speaking world. For the same reason, writing instruction as directed in this plan helps students to acquire skills for effective citizenship and lifelong learning, both because of the critical reasoning abilities targeted in content courses and because of the practical communication abilities taught in the language program. Finally, to foster the development of advanced written academic discourse required of graduating majors, the writing plan specifies the importance of identifying, defining, and solving problems by listing the development of thesis statements and research problems as ratable writing criteria; also essential to academic discourse, as the plan stipulates, is the ability to locate and critically evaluate information: both the acquisition of new vocabulary and practical information for everyday communication, and the evaluation of primary and secondary sources for research, require this skill.
### Appendix A:

List of Writing Plan Activities, 2009-2010

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall 2009</strong></td>
<td>50% RA-ship requested for 2009-2010 academic year</td>
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<tr>
<td></td>
<td>Department-wide meeting titled “Now What?” sponsored by the RA, the WEC Director and the WEC liaison for the department. Focus on establishing priorities for WEC activities during 2009-2010 academic year.</td>
</tr>
<tr>
<td></td>
<td>Workshop with instructors facilitated by RA. Focus on minute consulting and rubrics on &quot;coherence and cohesion&quot; for in-class use.</td>
</tr>
<tr>
<td></td>
<td>Group Meeting facilitated by RA for SPAN 3107 W (Linguistics). Focus on refining an existing rubric for evaluating final course paper.</td>
</tr>
<tr>
<td></td>
<td>Individual consultation and class visit facilitated by RA. Focus on creating a strategic tool to build a sense of cooperation improving a composition under direction. Followed by peer editing session “Editing Rubric.”</td>
</tr>
<tr>
<td><strong>Spring 2010</strong></td>
<td>Workshop &quot;Designing Effective Writing Assignments&quot; facilitated by Pamela Flash and Susan McMillen Villar. Focus on essential elements of assignment design for formal and informal writing activities.</td>
</tr>
<tr>
<td></td>
<td>Workshop &quot;Commenting on Student Writing&quot; facilitated by Pamela Flash and Deyanira Rojas-Sosa. Focus on best practices for margin and end-note comments.</td>
</tr>
<tr>
<td></td>
<td>Workshop &quot;Grading Writing in Spanish and Portuguese courses&quot; facilitated by Pamela Flash and Jaime Hanneken. Focus on ethical, evenhanded, and time-efficient methods for grading student writing using holistic, analytic, and portfolio grading schemes.</td>
</tr>
<tr>
<td></td>
<td>Course-specific meetings for SPAN 3104w, SPAN 3015w, SPAN 3107w, and SPAN 3972w facilitated by RA. Focus on drafting a statement of writing and revising the Chart of Desired Writing Abilities.</td>
</tr>
<tr>
<td></td>
<td>Assessment of four senior papers by faculty volunteers and WEC raters. Focus on carrying out a baseline assessment of writing abilities of graduating majors.</td>
</tr>
</tbody>
</table>
Appendix B:
Statements of Writing for SPAN 3015w, SPAN 3104w, SPAN 3105w, SPAN 3107w, PORT 3501w, PORT 3502w, SPAN 3972w

SPAN 3015w Statement of Writing:
Writing in SPAN 3015w further develops the main linguistic skills taught in the foundation sequence of SPAN 1001-1004. Assignments are designed to help students master narrative constructions and to identify and produce examples of the rhetorical modes of exposition, cause-effect, and compare-contrast. Through collection and revision of written compositions in peer review and in literary portfolios, students will learn to identify strengths and weaknesses of their own writing.

SPAN 3104w Statement of Writing:
Building upon the thesis-fronted, expository writing strategies practiced in Spanish 3015 and Spanish 3011 (i.e. descriptive, narrative, cause and effect, argumentative, comparison and contrast, etc.), Spanish 3104W moves in the direction of advanced-level academic discourse. This course provides essential critical and analytical writing experiences to students by focusing on the close reading of Spanish literary texts and the production of a literary portfolio. A regular engagement with reading primary sources and writing about these materials is crucial to the development of the writer’s critical “voice” and the attainment of a style and vocabulary appropriate to writing analytically about literary and cultural issues.

Students will learn to distinguish and separate description, judgment, and analysis. They will identify literary themes and motifs in close reading using literary terminology. This course employs original, critical writing as a tool to develop and deepen critical thought. Students will be asked to revise their essays making the necessary corrections to grammar, spelling and mechanics. Because this course requires a significant commitment of blocked time devoted to reading and composition, it is not appropriate for the individual carrying a heavy credit load.

SPAN 3105w Statement of Writing:
SPAN 3105w introduces students to the core writing abilities of cultural analysis. Writing assignments in this course will teach students to develop close readings in the context of Hispanic cultures, giving special focus to the hallmarks of the analytical discursive mode (as opposed to personal, argumentative, or expository writing) and to strategies for incorporating concrete examples and textual evidence in support of critical interpretation. Through the writing they do in this course, students will learn to recognize and employ a vocabulary and register appropriate for advanced academic discourse, and they will begin practice in evaluating and integrating evidence from outside sources into their written work. Upon successful completion of SPAN 3105w, students should demonstrate competence in the main components of written cultural analysis and familiarity with components of research in cultural topics.
SPAN 3107w Statement of Writing:

Linguists study the structure and use of languages as well as use writing to organize and communicate their findings. The basic function of linguistic papers is to persuade the scientific community of the relevance, innovation, and usefulness of their findings, therefore, writing in linguistics implies communication using logical organization and clear evidence. Linguistic writers must have the ability to explain the meaning of diverse types of data (ethnographic interviews, narratives, statistics, written texts, etc.) in an unbiased, analytical fashion.

PORT 3501, 3502w Statement of Writing:

A regular engagement with reading primary sources and writing about these materials is crucial to the development of the writer’s critical voice and the attainment of a style and vocabulary appropriate to writing analytically about literary issues. This course provides analytic writing experience to students via essays based on close readings of literary texts.

Students will learn to distinguish between description, judgment, and analysis. They will implement vocabulary appropriate for literary analysis and demonstrate an understanding of literary texts using textual evidence. This course employs original, critical writing as a tool to develop critical thought, and students will be asked to revise essays, making necessary corrections to grammar, spelling, and mechanics.

SPAN 3972w Statement of Writing:

Through the principal assignment of SPAN 3972w, a 20-25 page research paper, students will use writing to demonstrate the mastery of both the content-based areas of inquiry and the linguistic and discursive competences taught in the Spanish Studies and Spanish and Portuguese Studies majors. Writing in this course should show students' ability to formulate an interpretation of a cultural, literary, or linguistic object of the Spanish or Portuguese-speaking worlds; to support their reading with relevant examples and textual evidence; to adopt and maintain an analytical, rather than personal or expository, rhetorical stance; to employ a vocabulary and register appropriate for advanced academic discourse; and to integrate outside sources smoothly and effectively into their critical reading.

In addition, the senior paper will illustrate students' skills in research of cultural, literary, or linguistic topics: successful papers will develop a research question of appropriate scope and depth, synthesize existing knowledge on the chosen topic incorporating supporting evidence from a broad, varied, and relevant bibliography, and will cite sources adhering to MLA, APA or LSA guidelines. As in all department curricula, successful writing in this course also uses correct grammar, spelling, and mechanics. The senior paper is designed to showcase the full range of skills and knowledge expected of students upon completion of the major programs of study, and ideally will represent the pinnacle of students' undergraduate trajectory.

Appendix C:

List of Writing Plan Activities, Fall 2014-Spring 2016

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>a.) WEC Liaison secures IRB for collection of student writing samples for longitudinal and cross-section initiatives.</td>
</tr>
</tbody>
</table>
b.) $15,658 requested to hire a 25% RA for 2014-2015 academic year.

c.) All instructors submit to RA their syllabus and a form identifying an assignment in which they target one or more criteria from the menu of criteria, attaching the prompt for the designated assignment.

d.) In consultation with the Undergraduate Studies Committee, RA and WEC Liaison select ten to fifteen sections of upper-division courses and solicit volunteers for cross-sectional collection of writing samples. $250 requested for a raffle of five $50 gift cards.

e.) Undergraduate Advisors solicit student volunteers for longitudinal study from among declaring majors. $1,000 requested for 20 $50 gift cards.

f.) WEC Liaison and RA meet with WEC staff to discuss possible procedures for analysis of student writing. One consultation requested.

| Spring 2015 | a.) Undergraduate Advisors continue soliciting student volunteers for longitudinal study from among declaring majors. |
| Summer 2015 | a.) $7,304 requested for an 8-week RA-ship at 20 hours per week. |
| Spring 2015-Spring 2016 | a.) RA and WEC Liaison manage submissions and portfolios of participants in longitudinal study. |
## Appendix D:

List of Writing Plan Activities, Fall 2017-Spring 2018

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Fall 2017** | a.) Request of $17,425 to hire an RA at 25% for AY 2017-2018. RA will oversee final tasks of longitudinal study (conducting exit interviews, paying participants) and design instruments to carry out analysis of longitudinal study data.  
  
  b.) WEC Liaison consults with WEC Staff to plan kick-off conference. One consultation requested  
  
  c.) Kick-off conference held in early Fall. WEC facilitation requested  
  
  d.) First session of SPPT Workshop on Writing (WOW). Topic planned by Undergraduate Studies Committee in Spring 2017. Event scheduled and organized by WEC Liaison. $500 requested to provide lunch for registered participants.  
  
  e.) Five-minute writing showcase implemented in monthly department meetings |
| **Spring 2018** | a.) Second session of SPPT Workshop on Writing (WOW). Topic planned by Undergraduate Studies Committee in Fall 2017. Event scheduled and organized by WEC Liaison. $500 requested.  
  
  b.) Five-minute writing showcase for monthly department meetings continues  
  
  c.) Request for one consultation with WEC staff |
| **Fall 2018** | a.) Third session of SPPT Workshop on Writing (WOW). Topic planned by Undergraduate Studies Committee in Spring 2018. Event scheduled and organized by WEC Liaison. $500 requested.  
  
  b.) Five-minute writing showcase for monthly department meetings continues  
  
  c.) Request for one consultation with WEC staff |
| **Spring 2019** | a.) Fourth session of SPPT Workshop on Writing (WOW). Topic planned by Undergraduate Studies Committee in Spring 2018. Event scheduled and organized by WEC Liaison. $500 requested.  
  
  b.) Five-minute writing showcase for monthly department meetings continues  
  
  c.) Request for one consultation with WEC staff |
V. WEC Research Assistant (RA) Request Form

This form is required if RA funding is requested. If no RA funding is requested please check the box below.

☐ No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name (Use TBD for vacancies): TBD
RA Contact Information: email TBD, phone TBD
Period of appointment (Semester/Year to Semester/Year): Fall/2017 to Spring/2018
RA appointment percent time: 25

Define in detail the tasks that the RA will be completing within the funding period:
The RA will be responsible for handling management of the WEC longitudinal study moodle site and the concluding tasks of the study, including exit interviews for eight participants and payment. The RA will use longitudinal study data, in consultation with the SPPT Director of the Language Program (Professor Mandy Menke, a linguist) and with the Undergraduate Studies Committee to develop instruments for the measurement of markers of analytical discourse in student writing samples. The precise nature of the study to be carried out will be guided by the needs of writing instruction in the department as determined by faculty and the Undergraduate Studies Committee. Together with Professor Menke, the RA will prepare research for presentation in national linguistics conferences and for publication, and drawing upon the findings of that research will make recommendations to the Undergraduate Studies Committee for appropriate topics of discussion in the critical pedagogy learning community and 5-minute department showcases for AY 2018-2019. The RA will also help plan and facilitate the Writing Plan activities for the year.

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):
preparation of a paper for presentation at a major linguistics conference should be concluded by the end of the funding period; findings of research and recommendations for future critical pedagogy foci should be presented to the Undergraduate Studies committee by the end of the funding period.

Describe how frequently the RA will check in with the liaison:
The RA will work closely with the DLP, as the nature of her duties will be research-oriented; in addition to this collaboration, the RA will be responsible for checking in with the WEC Liaison once per month approximately for updates and to plan presentations for UGS meetings.

Describe in detail the RA’s check-in process (e.g., via email, phone, in-person, etc.):
The RA will set up in-person meetings with DLP and with the WEC Liaison for check-ins.

---

1 An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.
VI. WEC Writing Plan Requests

Unit Name: Spanish and Portuguese Studies

Financial Requests (requests cannot include faculty salary support) drop-down choices will appear when cell next to "semester" is selected

Total Financial Request: $22,462.00

<table>
<thead>
<tr>
<th>Semester 1: Fall 2017</th>
<th>Semester 2: Spring 2018</th>
<th>Semester 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Cost</td>
<td>Item</td>
</tr>
<tr>
<td>Kick-off conference</td>
<td>$1,000.00</td>
<td>RA-ship 25%</td>
</tr>
<tr>
<td>SPPT WOW session</td>
<td>$250.00</td>
<td>SPPT WOW session</td>
</tr>
<tr>
<td>RA-ship 25%</td>
<td>$8,752.00</td>
<td>RA-ship fringe</td>
</tr>
<tr>
<td>RA-ship fringe</td>
<td>$1,479.00</td>
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</tbody>
</table>

Semester 1 Total: $11,481.00  Semester 2 Total: $10,481.00  Semester 3 Total: $250.00

Rationale for costs and their schedule of distribution

The bulk of financial requests is for a 25% RA-ship for AY 2017-18. Hiring an RA is crucial during this third and final writing plan because it will give the data collected during WP2's longitudinal study a dedicated person with the expertise in linguistics necessary to translate it into meaningful recommendations for future writing activities. Without this RA, the data already collected would not be used effectively.

Service Requests drop-down choices will appear when a cell in the "service" column is selected

<table>
<thead>
<tr>
<th>Service</th>
<th>Qty</th>
<th>Service</th>
<th>Qty</th>
<th>Service</th>
</tr>
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<tbody>
<tr>
<td>consultation</td>
<td>1</td>
<td>consultation</td>
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<td></td>
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<tr>
<td>Workshop</td>
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Description and rationale for services

We request a consultation to organize the kick-off conference of Fall 2017, as well as facilitation of that event; we request one check-in consultation for Spring 2018.
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<tr>
<th>Item</th>
<th>Cost</th>
<th>Item</th>
<th>Cost</th>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>SPPT WOW session</td>
<td>$250.00</td>
<td>Semster 5:</td>
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<td></td>
<td></td>
<td>Semester 6:</td>
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</table>

| Semester 4 Total: | $250.00 | Semester 5 Total: | $0.00 | Semester 6 Total: | $0.00 |

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<th>Service</th>
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July 26, 2017

To: Jaime Hanneken
From: Robert McMaster, Office of Undergraduate Education
Subject: Decision regarding WEC plan and funding proposal

The Department of Spanish and Portuguese Studies recently requested the following funding to support its Writing Enriched Curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>Kick-off conference</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>SPPT WOW session</td>
<td>$250.00</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>25% RA salary/tuition/fringe</td>
<td>$8,901.00</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>SPPT WOW session</td>
<td>$250.00</td>
</tr>
<tr>
<td>Spring 2018</td>
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</tr>
<tr>
<td>Fall 2018</td>
<td>SPPT WOW session</td>
<td>$250.00</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>SPPT WOW session</td>
<td>$250.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$19,801.00</strong></td>
</tr>
</tbody>
</table>

The Office of Undergraduate Education and the Campus Writing Board thank you for your continued dedication to the Writing Enriched Curriculum program and applaud your ongoing efforts to integrate writing into your department. The Board was particularly impressed with your plan to bridge the teaching culture differences between your faculty and instructional teaching staff. We look forward to seeing the SPPT WOW program implemented.

All items above have been approved by the Office of Undergraduate Education, for a total of $19,801.00. Please email Pat Ferrian (ferri004@umn.edu) and Molly Bendzick (mollyb@umn.edu) within 30 days of the receipt of this letter with the EFS account string in your department that will receive these funds. **Pat will transfer $19,301.00 in FY18, and $500.00 at the start of FY19.**

CC: Mark Ambroe, Molly Bendzick, Dan Emery, Pat Ferrian, Pamela Flash, Matt Luskey, Jennifer Reckner, Rachel Rodrigue, Leslie Schiff