I. Cover Page

Please fill in the gray areas on this form.

Date: November 6, 2019

3rd Edition Writing Plan: Fall/2019
2nd Edition submitted: Fall/2017

WEC Unit Name
Communication Studies

Department
Mary Vavrus

WEC Faculty Liaison (print name)
vavru001@umn.edu

Email

CLA
College
Associate Professor

Title

Phone
612-624-5515

Writing Plan ratified by faculty

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

Date: 11/11/2019
If Vote: 10 / 14

Process by which Writing Plan was ratified within unit (vote, consensus, other- please explain):
We circulated the plan to tenure-stream faculty through email, and they voted on it. All 10 faculty members who voted, voted yes. Four faculty members did not vote.
II. Unit Profile: Communication Studies

Please fill in the gray areas on this form.

Number of Tenured and Tenure-Track Faculty:

- 6 Professors
- 3 Associate Professors
- 5 Assistant Professors
- 14 Total

Comments about Faculty/Instructors:

Major(s)
Please list each major your unit offers:

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<th>Major</th>
<th>Total # students enrolled in major as of Spring/2019</th>
<th>Total # students graduating with major as of 2018</th>
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Total:

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<th># Invited</th>
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II. Signature Page

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

### WEC Faculty Liaison

Mary Vavrus
Print Name

Associate Professor
Title

Signature
11/5/2019
Date

### Department Head/Chair

Ron Greene
Print Name

Professor
Title

Signature
11/11/2019
Date

### Associate Dean

Ascan Koerner
Print Name

Professor
Title

Signature
Date
### III. Signature Page

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

<table>
<thead>
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<th>Department Head/Chair</th>
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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) became 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 decided to become involved in the WEC process for two reasons. First, we identified an ongoing frustration among faculty and instructors about the level and variability of writing ability present in students completing their capstone experiences and other writing assignments in upper division courses. Second, we realized that while there is a lot of student writing within the curriculum, it is often uncoordinated and isolated and there is no coherent plan in place to teach writing in a systematic and deliberate way across courses. In the first writing plan, we accomplished three goals: (1) mapped writing assignments in the undergraduate curriculum; (2) clearly articulated writing competencies in pre-capstone courses; and (3) developed teaching with writing strategies that aligned with these competencies.

The 2nd edition writing plan identified COMM 1313W (Analysis of Argument) as the ideal course to emphasize five of the most fundamental writing abilities (i.e., # 1-3, 8, & 10). Not only is this course strongly advised for the capstone course, it is also taken by virtually all majors, is writing intensive, and capped at 27 students; these features made writing instruction focusing on the five fundamental writing abilities both feasible and practical. Focusing on COMM 1313W also gave instructors of higher-level courses confidence that students in their courses had acquired these writing abilities so that they could focus on other writing abilities as well. The 2nd edition writing plan thus created greater coherence across sections of COMM 1313W using a community-of-practice model led by the course supervisor after attending Pamela Flash’s Teaching with Writing seminar and in conjunction with course instructors. Because COMM 1313W is now a gateway course for graduate instructors (who are assigned to be instructors of COMM 1313W in their second year of teaching), the writing plan gave them opportunities to improve their teaching skills in a closely supervised environment, to develop specific teaching skills related to writing instruction that aid their professional development, and to increase their competence in writing instruction for subsequent courses they’ll teach (we expect graduate instructors to be able to teach 3000-level courses after two semesters of teaching COMM 1313W). Along with workshops specifically for COMM 1313W instructors who also served as opportunities to revise the course according to WEC principles, we held all-department WEC workshops whose purpose was focusing on other desired writing abilities the department had identified for courses at the 3000 level and above (workshop topics were teaching writing in large courses, teaching arguments across the curriculum, and integrating theory and writing).

Besides sustaining the standardization, professionalization, and assessment of COMM 1313W writing work, our 3rd edition writing plan proposes to continue to refine writing abilities 1-3, 8, and 10, and build onto these the development of writing abilities 4-7, and 9 in our 3000-level courses. We will focus specifically on WI courses and those our recently revised undergraduate curriculum designates Research Experience (RE) courses (changes active starting in fall, 2020). In the revised curriculum, COMM 1313W is a hard prerequisite for these courses. We have described RE courses as follows in our recently approved proposal to CLA’s Curriculum, Instruction & Advisory Committee: “Research experience courses are courses in which students learn to collect, describe, analyze, and write up any kind of historical, textual, or observational data. We have designated a number of courses that are already in our curriculum as research experience courses. Most of these courses are writing-intensive courses that focus on textual analysis. Because these research experience courses emphasize research skills, they provide students with a
moment to build on these skills. We will offer 6 to 7 of these courses per semester to assure adequate enrollment space.” Whether these courses have both the RE and WI designators or just one, we believe they are ideally suited for developing writing abilities 4-7, and 9, in particular, because many of them already employ assignments that teach these writing abilities, although these have yet to be fully coordinated and systematized across different sections of these courses.

To accomplish this, we will bring COMM 1313W-tested, community-of-practice activities (regular meetings, testing and sharing assignments, adding to and maintaining a repository of successful pedagogical materials, and so forth)—to 3000-level course instruction. Our goal is to further refine and develop these writing abilities in research-focused writing instruction that aligns with the areas of research logistics and research design, especially, and aligns with the various areas of expertise of our tenure-stream faculty. Years 1 and 2 feature regular workshops for instructors of these courses and course supervisors, led by Dr. Allison Brenneise, Mary Vavrus, and, when appropriate, WEC consultant Matt Luskey; additionally, we will offer writing instruction workshops to the entire department two times each semester, as we did during 2016-18. By Year 3, our goal is to have both a majority of tenure-stream faculty, graduate students, and P&A instructors being WEC-trained, and an extensive repository of materials all instructors and course supervisors can draw from to inform and aid our teaching of 3000-level WI and RE courses. We believe that emphasizing instruction in desired writing abilities in COMM 1313W and in 3000-level WI and RE courses is a pedagogical scaffolding system that will best prepare our undergraduate students to produce strong capstone writing projects. In Year 3, therefore, we will be concentrating on writing instruction and assessment in the capstone courses.

Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS
What characterizes academic and professional communication in this discipline?

☒ 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.)

Communication Studies is a discipline firmly anchored within the liberal arts that ranges from social science to critical theory. As such, making arguments is central to all writing that is done in the discipline. Argument-based writing generally entails making claims about messages, media, and human communication behaviors and supporting these claims coherently and with appropriate evidence, usually in the form of longer essays. Different areas of the discipline, however, are committed to different epistemologies, from scientific realism to hermeneutics. Thus, how arguments are crafted and what counts as evidence varies greatly between different areas, as do certain conventions regarding style, the most typical being APA, MLA, and Chicago.

In addition to the argumentative essay, students routinely produce a number of other documents, including informal writings such as reflection papers or blog posts; technical reports and summaries of articles and other texts; and some specific genres of writing, such as storyboards, campaign messages, survey questions, etc.

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

☒ 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.)

1. Articulate and develop a clear argument based on a thesis statement.
2. Demonstrate understanding of the relationships between claim and evidence (considered broadly, as well as specifically in the context of argumentation).
3. Build upon an understanding of claims and evidence to interpret and evaluate arguments (to consider the meaning and value of claims in context).
4. Show awareness of and adaptation to purpose and audience.
5. Explicitly recognize the constraints and possibilities offered by the subject, the audience, and other contextual factors and adapts writing in light of these factors.
6. Recognize the expectations of genres, both as conventional modes of written expression and as elements of document design and organization, and possibly intentionally interrupt those expectations.
7. Capably communicate theoretical and abstract notions, with attention to their larger implications to society and politics
8. Demonstrate processes of reasoning as appropriate to the analytical moves of the document (inductive and deductive specifically, but also broadly considered)
9. Address theories and concepts in ways that move beyond textbook definitions to application, synthesis, and critique
10. Produce writing that is grammatically and mechanically proficient
11. Display creativity and originality

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?

☒ 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.)

Currently, writing instruction for ALL majors is concentrated at two points. COMM 1313: Analysis of Argument, which is a pre-requisite for the senior project course, and the 4000- and 5000-level courses taught mostly by tenured faculty in which students complete the senior project. COMM 1313 focuses on the basic structure of arguments and the various forms of evidence that are employed in support of arguments in different epistemologies. As such, it does teach the fundamental organization of academic writing in the discipline. It is not, however, concerned with teaching the technical aspects of writing, such as spelling and grammar, nor does it go into depth with the different styles employed in the discipline. Writing instruction in the 4/5000 level courses in which students complete their senior theses is primarily focused on how to construct a 15-20 page length essay: including outlining drafting, revising, and finally completing the essay. By assuring that all students have competencies in the basic writing abilities taught in COMM1313w, instructors in higher level courses can reinforce these writing abilities and also focus more on the more advanced writing abilities that they intend to focus on.

What became apparent during the assessment of the curriculum in phase 1 of the writing plan is that we do not teach all desired writing abilities with the same frequency, and that some sub-disciplines within the major are more deficient in some of them than other areas. For example, we found that the performance and production based courses do not cover many abilities and as a result, students focusing on them might encounter difficulties when writing their capstone project. Another result from the analysis of the curriculum is that even within sections of the same course, writing instruction can vary widely. When looking for reasons, we found that faculty, and in particular graduate students, are not all equally confident about teaching writing abilities.
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 2 of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC’s longitudinal rating process.)

☒ 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.)

Both faculty and students have similar perceptions of the importance of writing in the discipline and of how papers are graded. The big disconnect is where the technical (objective) aspects of writing and content intersect. In our discipline, there is an inherent overlap between the two that is not easily articulated and for undergraduate students often difficult to discern. The way in which an argument is presented (e.g., written) is directly linked to how persuasive (good) it is. While there are broad areas of agreement about what makes an argument a good one, these areas are both abstract and also fluid and context dependent. Consequently, it is easier for instructors to mark and comment on technical aspects that are demonstrably right or wrong (# of words, # of references, spelling or grammatical errors, etc.) and for students to think that those errors determine the grades they receive, than to focus and comment on the more abstract issues relating to argument.

Criteria for the writing abilities were established to be:

1a. offers an explicit thesis statement based on a debatable proposition
1b. sets up the topic and introduces the writer’s position- which is followed through in the document.
2. has a coherent structure, including elements typical of the genre (reading response, research paper, storyboard, etc.).
3a. makes a claim, uses evidence, and explicates how/why the evidence proves the claim.
3b. incorporates paragraph structures that allow distinction between claims and evidence (i.e. topic sentences, internal summaries).
3c. uses explicit language regarding conclusions (thus, therefore, because, etc.) and evidence (example, anecdote, empirical).
4. contextualizes evidence within the broader argument/paper or issue.
5. selects evidence suitable to the claim advanced.
6. identifies strong and weak arguments and articulates an explanation as to why.
7. addresses validity on epistemological grounds; recognizes in what framework other arguments make sense and compares the relative merit of those frameworks.
8. demonstrates attention to audience and purpose in the selection of genre and medium and offers specific appeals to audience needs and expectations.
9a. accurately uses the terms from the text and the field to explain their object of analysis.
9b. articulates an argument in relationship to a theoretical position.
10. answers the “so what?” question, explicitly addresses the implications of thesis/research/paper beyond the immediate assignment
11. is committed to particular epistemology and is coherent in that context (i.e. follows a logical pattern or a coherent system of values or reasoning).
12. connects theory to application or critique.
13. connects theories to real world examples or media texts.
14. generates arguments that have not already made in sources (makes inferences or offers extensions).
15. is spell-checked, grammatically correct, proofread, and formatted correctly.
16. is organized and formatted to promote readability.
17. uses peer reviewed, recognizable resources and explains their relationship to the argument when incorporating documentary evidence.
18. adheres to MLA, APA, or Chicago style, as instructed.
19a. illustrates the writer’s ideas and interpretation of research or assignment genre
19b. differentiates the writer’s position from course materials and texts
19c. offers a novel reinterpretation of existing data, conclusions, issues, or arguments.

Section 5: SUMMARY OF IMPLEMENTATION PLANS, including REQUESTED SUPPORT and 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 2nd and 1st 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?

Our goals for Writing Plan 3rd edition are (1) to continue to use COMM 1313W for teaching and developing pedagogical materials for writing abilities 1-3, 8 and 10, using a community-of-practice model* for instructors led by the course supervisor, Dr. Allison Brenneise; (2) to draw upon the better practices emerging from COMM 1313W pedagogy, and use these with the community-of-practice model to teach writing abilities 4-7, and 9 in our 3000-level WI and Research Experience (RE) courses; (3) to develop and employ assignments that assess how well 3000-level students are learning and applying writing abilities 1-10, covered in the combination of COMM 1313W and our 3000-level WI and RE courses; (4) to maintain these communities of practice for all instructors and supervisors of these courses with regular meetings of smaller, course-specific groups in combination with all-department workshops; and (5) in Year 3, to link the pedagogy and materials generated from Years 1 and 2 to our capstone courses. As part of this plan, we will create and maintain dedicated Canvas sites for 3000-level and capstone courses, where we will keep the pedagogical materials we develop and collect in the course of this 3-year process. Accordingly, we will improve the capstone pages on the Comm Studies undergraduate web site to make them more user friendly; specifically, they will be easier to find, more visually appealing, easier to navigate, and align their content with the changes we make to capstone instruction overall.

We intend such focused writing instruction to lead to two broad outcomes. First, we believe this process will lead to undergraduate students becoming familiar with applying the writing abilities the department has identified as key for research-focused writing and will thus be better prepared to write their capstone projects. Second, this process will lead to course instructors at all levels being better equipped and more confident about teaching WI and RE courses using WEC principles. Knowing that students have been developing these writing abilities in these lower level courses allows instructors of capstone courses (4000- and 5000-level) to spend more time teaching course content along with the writing abilities that match this level of coursework. Because one of the changes to our undergrad curriculum places more tenure-stream faculty teaching 3000-level classes, they will be teaching to develop writing

*We favor the communities-of-practice model in this edition of the writing plan both because it fits well with our departmental culture of mentoring graduate students in course-specific pedagogy—used extensively with our department’s multi-section courses—and because it is proving vital to the process of revising COMM 1313W: in regular meetings, instructors learn from and contribute to the pedagogical materials Dr. Brenneise has been compiling—a process that fosters a greater sense of commitment to the course and its role in developing fundamental writing abilities.
abilities 4-7 and 9 themselves, and can thus link these skills directly to the writing they assign in the capstone classes they teach.

To meet these goals, we request funding that will support the activities above over the 3-year period covered by this writing plan, detailed below. Based on her educational background (PhD in Communication Education), what she has accomplished in a short period, and what she is learning with the revision of COMM 1313W, we believe course director Dr. Allison Brenneise is the ideal person to work with WEC Faculty Liaison Mary Vavrus and Matt Luskey in the implementation of the 3rd edition writing plan. The department is committed to employing Brenneise to fulfill the roles described here. Incentives to secure Brenneise’s employment include compensation for her WEC work (including COMM 1313W supervision) with a combination of course releases and professional development funds (during the fall and spring semesters), and with funds from endowment accounts for her summer work.

**Summer and Fall, 2019 and Spring, 2020**

For various reasons, we were not able to adhere fully to the schedule laid out in our 2nd edition writing plan; therefore, much of the work of revising COMM 1313W materials occurred during summer, 2019, after Brenneise agreed to become course supervisor. During this time Brenneise worked with a committee of five COMM 1313W instructors, both graduate and P&A, as well as Ron Greene, Matt Luskey, and Mary Vavrus, to choose a new textbook and gather pedagogical materials that would more effectively align with teaching writing abilities 1-3, 8, and 10 in the context of this course. Currently (and again in spring, 2020), Brenneise and the COMM 1313W instructors meet regularly both in groups and one-on-one to discuss the new design in order to determine what is working and what is not. Additional goals this academic year are to develop a signature assignment that effectively teaches and assesses desired writing abilities, and to develop rubrics that give instructors a degree of uniformity and standardization with both their teaching and evaluating. The funds we did not use due to the delay in our 2nd edition writing plan implementation will be rolled over to fund activities in our 3rd edition plan.

**Summer, 2020**

Building on her experiences in AY 2019-20, Dr. Brenneise will be working in two areas: (1) evaluating what has emerged from the COMM 1313W revision in order to identify those assignments that most effectively teach the course’s desired writing abilities and those that most effectively assess students’ performance of those abilities; and (2) using this information to begin identifying and developing pedagogical materials that would be appropriate for teaching writing abilities 4-7 and 9 in our 3000-level WI and RE courses.

*Note: We are not requesting WEC funding for this summer work.*

**Year 1: Fall, 2020 and Spring, 2021**

We will use this first year to get 3000-level communities of practice off the ground. To implement this, Brenneise, Vavrus, Luskey, and a 25% graduate RA will work together on activities that include: collecting pedagogical materials for 3000-level WI and RE instruction that target writing abilities 4-7 and 9; creating and maintaining a Canvas site for these materials (something Brenneise has done with COMM 1313W); and helping to lead six topic-specific workshops (maximum of 10 participants) of RE and WI course instructors and supervisors, one held in each of the following months: September, October, and November of 2020 and February, March, and April of 2021. These meetings are intended to be forums for exchanging ideas, assignments, and other materials that deal specifically with the topic designated for each workshop (e.g., feedback, rubrics, and so forth). The better practices generated from these meetings will inform our workshops in Year 2 of the 3rd edition Writing Plan.
Summer 2021

Brenneise will build on what emerges from the 2020-21 AY workshops by continuing to refine the collection of 3000-level writing materials, to identify those assignments that most effectively teach and assess writing abilities 4-7 and 9; and add to the Canvas site for these courses.

Note: We are not requesting WEC funding for this summer work.

Year 2: Fall, 2021 and Spring, 2022

There will be two chief WEC activities this year: First, we will continue to develop our communities of practice by holding workshops for instructors and supervisors of our 3000-level WI and RE courses, but with an added focus on developing and employing effective assessment tools such as rubrics for the writing abilities we have been teaching. For this, we propose to hold four topic-specific workshops (maximum of 10 participants) of RE and WI course instructors and supervisors: September and November of 2021, and February and April of 2022. Second, we will hold two all-department workshops, each of which will focus on the teaching and assessment better practices that have emerged over the course of the previous years of both the 2nd and 3rd edition Writing Plans: The workshop of October, 2021, will summarize what we have learned and the materials we have developed for teaching the writing abilities covered by COMM 1313W and the and 3000-level WI and RE courses, and offer suggestions for using these materials in our classrooms. The workshop of March, 2022, will be modeled on the October, 2021, workshop but will focus primarily on assessing the writing abilities covered by COMM 1313W and the 3000-level WI and RE courses. The rationale for these larger workshops is to facilitate more consensus on terminology, performance levels, and expectations we employ when teaching writing in 3000-level courses. We believe this will better prepare faculty to teach writing in their capstone courses.

Year 3: Fall, 2022 and Spring, 2023

In our final WEC year, we will focus on linking our 4000/5000-level capstone courses (designated as COMM 3995) with the pedagogical materials and better practices that our work with COMM 1313W and our 3000-level WI and RE courses has generated. To clarify: COMM 3995 is our one-credit capstone project class, each section of which is attached to a specific 4000- or 5000-level course. Students who wish to do a capstone project in a 4000- or 5000-level course must enroll in that course and enroll in the COMM 3995 section linked to the course. The S/N grade a student receives for their COMM 3995 class is their capstone project grade. References to COMM 3995 instructors below are to the group of instructors who teach capstone courses.

To make the shift to writing instruction at the 4000/5000-level, we will engage in two activities: First, continuing with the communities-of-practice model, we will hold four topic-specific workshops for COMM 3995 instructors (two in the fall semester and two in the spring). These workshops are intended to encourage instructors to increase standardization of writing instruction and assessment across the multiple sections of COMM 3995, and to provide various pedagogical materials designed specifically to refine capstone students’ knowledge and application of writing abilities 1 through 10. As we have with COMM 1313W and our 3000-level WI and RE courses, we will develop and maintain a Canvas site where we will keep materials for COMM 3995 instructors. Second, we would like to improve the capstone information pages on the undergraduate portion of the department web site to make them more user friendly for students. Currently the instructions are difficult to find, very broad, text heavy, and probably not very helpful to students seeking more specific information about the capstone project. One improvement would be to expand the site to include a variety of sample capstone projects from the three areas of the department; students could use these to get an idea of what a successful capstone looks like and how much topic variation there may be among different sections of the course. To accomplish this aim and to make the site more visually appealing in general, we
will do web development with the assistance of our Graduate and Undergraduate Program Coordinator, Jada Pulley, who has upgraded our graduate program pages to reflect changes to aspects of that program.

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?

To create this plan, Faculty Liaison Mary Vavrus consulted with Department Chair Ron Greene; DUGS Susanne Jones; Assistant Professor Zornitsa Keremdchieva (who has been a rater for the Communication Studies Department twice, and, when she was a faculty member at Macalester College, was in charge of the Mellon program to implement writing across the curriculum); COMM 1313W course supervisor Dr. Allison Brenneise, and two COMM 1313W graduate instructors: Cate Bruns and Kevin Liu. Most of their ideas and suggestions have been incorporated into this writing plan.
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.
☒ 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, Canvas 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, 2020 and Spring, 2021
RA appointment percent time: 25% FTE

Define in detail the tasks that the RA will be completing within the funding period:

We will choose the RA from the group of current and former COMM 1313W instructors who have already been working with Dr. Allison Brenneise. The RA will work with Brenneise, Mary Vavrus, and Matt Luskey on activities that include: collecting pedagogical materials for 3000-level WI and RE instruction that target writing abilities 4-7 and 9; creating and maintaining a Canvas site for these materials (something Brenneise has done with COMM 1313W); and helping to coordinate and lead six topic-specific workshops (maximum of 10 participants) of RE and WI course instructors and supervisors, one held in each of the following months: September, October, and November of 2020 and February, March, and April of 2021. We envision the RA meeting with either Brenneise or Vavrus a minimum of once a week to plan for the upcoming week(s)’ activities, and working independently.

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

See above

Describe how frequently the RA will check in with the liaison:

TBD

Describe in detail the RA’s check-in process (e.g., email, phone, in-person, etc.):

TBD
An example for determining funding for appointments can be found on the [WEC Liaison Google site](#). 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: Communication Studies

Unit Financial Contact Name/Email: Michael Sallberg

Chart string for fund transfer: 1000.10958.20089.1562983

Financial Requests (requests cannot include faculty salary support)

Total Financial Request: $23,186.05

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% Research Assistant</td>
<td>$9,452.00</td>
</tr>
<tr>
<td>Catering 3 lunch workshops (10@$12)</td>
<td>$360.00</td>
</tr>
<tr>
<td>Books for faculty, P&amp;A, and grad instructors (John Bean’s Engaging Ideas)</td>
<td>$1,799.55</td>
</tr>
<tr>
<td>Consulting, P&amp;A instructors (Bean’s Engaging Ideas)</td>
<td>$418.50</td>
</tr>
<tr>
<td>Catering 2 lunch workshops (10@$12)</td>
<td>$240.00</td>
</tr>
<tr>
<td>Catering 1 all-department lunch workshop (20@$512)</td>
<td>$240.00</td>
</tr>
<tr>
<td>Catering 3 lunch workshops (10@$12)</td>
<td>$360.00</td>
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</tbody>
</table>

Rationale for costs and their schedule of distribution:

****BECAUSE WE HAVE FUNDS FROM THE 2ND EDITION WRITING PLAN TO ROLLOVER INTO THIS REQUEST ($9859.45) THE ACTUAL AMOUNT WE ARE REQUESTING IS $13,126.60.****

Year 1 of the writing plan is more administratively labor intensive than subsequent semesters will be, so we are requesting a 25% time RA for both fall and spring semesters to assist Dr. Brenneise in getting our communities of practice off the ground. Catering costs cover lunch for up to 10 participants in the smaller workshops during all three years of the plan, and cover lunch for up to 20 participants in the all-department meetings in Years 2 and 3. In Years 1 and 2, we would like to supply all instructors with a copy of John Bean’s book Engaging Ideas, 2nd edition as a reference text and one we will use to inform our workshops. Currently it’s listed on Amazon at $41.85. In addition to giving each small workshop participant a copy of the book, we will keep a copy of the book (as well as any other pedagogical materials we compile) in the front office of the department, where it can be checked out on an as-needed basis.

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Fall 2020</th>
<th>Fall 2021</th>
<th>Fall 2022</th>
<th>Fall 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Consultation</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Description and rationale for services:

The consultations are to help Brenneise and the RA identify assignments, exercises, and other pedagogical materials to use and make available to 3000-level WI and RE course instructors and supervisors. The small workshops are intended for 3000-level WI and RE course instructors and supervisors, and the larger, all-department ones are to help all instructors—tenure stream, graduate, and P&A—to learn better practices for teaching desired writing abilities in their courses.
December 11, 2019

To: Mary Vavrus, Department of Communication Studies  
From: Jessica Kuecker Grotjohn, Office of Undergraduate Education  
Subject: Decision regarding WEC funding proposal

Thank you for providing the Office of Undergraduate Education with a 3rd Edition Writing Plan. On behalf of the Department of Communication Studies, you have requested the following funding to support that plan’s implementation.

<table>
<thead>
<tr>
<th><strong>Communication Studies</strong></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$23,186.05</strong>**</td>
</tr>
</tbody>
</table>

* The department has a carry forward of 9859.45, which will cover the items noted.

Requested funding for event-oriented lunches has been granted with the understanding that participant counts will vary and should be tracked. Excess funding will either be rolled over to cover future WEC-events held within the period outlined by this plan or that it will be returned to
OUE at the conclusion of that period. Obtaining RSVPs in advance of events will help anticipate these fluctuations and tracking attendance at these meetings may be useful in obtaining departmental/collegiate funding to support the continuation of these events in future.

As you are moving from a 1xxx level to a 3xxx level, we would find it helpful if you would check in with us in March 2021 so that we can best support your efforts. We will be interested to know whether the 3xxx level course has garnered the engagement levels that you anticipated. Please send your update directly to Heidi Solomonson.

The above items have been approved by the Office of Undergraduate Education, for a total of $23,186.05. **Given your carry forward of $9859.45, the remaining $13,426 will be transferred in full during the FY20 to your department’s EFS account string: 1000-10958-20089-1562983.**

We wish the department every success in this ongoing effort to support students and faculty.