

**Writing Board Grant**  
**Departmental Proposal for Integrating 21<sup>st</sup> Century Literacies and Multimedia Communication**  
**Academic Year 2013-2014**

The Writing Board, established by the Provost with support from the Undergraduate Council, is charged with developing a long-term plan for establishing Writing in the Disciplines (WID) at UMBC. The creation of this board is in response to one of the recommendations put forth by the Honors University Task Force.

Together, the Writing Board and the Provost's Office provide funding for faculty and departments to develop a plan for integrating more writing into departmental courses. (For more suggestions about what writing-intensive courses should include, review the attached guidelines at the end of this proposal form.)

For AY 2013-14, departments may be awarded grant funding in amounts up to \$5,000.

Interested departments should complete the Proposal Form and return it to Jill Randles, ACAD IV, A-wing, Suite 114 or via e-mail at [jrandles@umbc.edu](mailto:jrandles@umbc.edu). The Writing Board will review all proposals and select the recipients.

**DUE DATE: For AY 2013-2014 is Wednesday, June 12, 2013**

**Grant Application by a Department**

A. Department: \_\_\_\_\_

B. Phone Number: \_\_\_\_\_

C. Department Chair: \_\_\_\_\_

D. Chairperson's E-mail address: \_\_\_\_\_

Chairperson's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of the Chair indicates that the process of investigating the integration of writing into departmental course offerings will be an experience involving most, if not all, members of the department.

## **Grants focusing on 21<sup>st</sup> Century Literacies and Multimedia Communication**

The Writing Board is pleased to offer departments the opportunity to explore communication focusing on 21<sup>st</sup> Century Literacies and the linking of multimedia tools with communication. According to NCTE, Twenty-first century readers and writers need to:

- Develop proficiency with the tools of technology
- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments

As an instructor, you may want to explore how visuals and sound impact the power of the written word. What are the new communication practices that must be considered as we prepare students for rapidly changing communication contexts? What does it mean to communicate with and write, for a public audience? How will you provide opportunities for students to reflect on how this movement from private or semi-private audiences to public or semi-public audiences impacts the ways in which we “speak” to each other? If we engage in the use of wikis, blogs and social media, how do we assess students’ level of competency in writing and communication? In what ways are collaborative writing projects helping students develop communication skills? How do these multimedia projects help students develop critical literacies? If you are interested in implementing or exploring 21<sup>st</sup> Century Literacies with your students, you are invited to submit a proposal to the Writing Board for help with these projects in your writing intensive courses.

### **Current Proposal Content for Department Grant**

**1. Describe the process the department will undergo to develop an initial plan for integrating more multimedia communication opportunities into departmental courses.**

For example, will the department meet as a whole (or select a committee) to outline specific steps needed to produce a departmental plan acceptable to all faculty? Who will review your current curriculum to identify courses where more multimedia communication could be integrated? How will the faculty assess the techniques and strategies currently used to teach writing in your department? Will the faculty hold in-house workshops to examine the department’s writing component? Will the department bring in a well-known person in your discipline who has implemented multimedia communication successfully at his or her institution? Will the department consult with others on campus, such as with those departments that are already integrating multimedia communication into their curriculum or members of the Writing Board who have expertise in writing, to discuss their experiences and identify best practices at UMBC?

- 2. Please indicate those courses or aspects of the curriculum where 21<sup>st</sup> Century Literacies will be introduced or expanded, and how you will implement your plan and assess its success. The assessment should include a plan for student learning outcomes and how writing will be used to assess students' learning.**

For example, will there be increased writing in one course or several required courses? In each year of the major? In senior seminars? How will traditional concerns about composition such as organization, grammar, and style be retained in a multimedia communication course? Will books or other materials about writing in your discipline be used in the class? Will a variety of types of writing be included in all courses, or separated into components of various classes? Will the instructors be trained and supported? How will instructors monitor their students' progress? Will students be asked to evaluate their progress in writing?

- 3. When will you be able to report to the Writing Board that your plan has been enacted and assessed? That is, what is your timeline including periodic benchmarks.**

For example, when will the faculty meet to discuss writing in your department? When do you expect to implement writing strategies in courses? When will faculty determine the effectiveness of the proposed changes?