

Writing Board Grant
Faculty Member Proposal for Integrating 21st 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. There is modest funding available on a competitive basis for faculty interested in developing and teaching a writing intensive course(s) inclusive of 21st Century Literacies and Multimedia Communication.

For AY 2013-14, faculty may be awarded grant funding in amounts up to \$2,000.

Interested individuals 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. 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. Faculty Member's Name and 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 21st Century Literacies and Multimedia Communication

The Writing Board is pleased to offer departments the opportunity to explore communication focusing on 21st 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 21st 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 you will undergo to develop an initial plan for integrating more multimedia communication opportunities into your departmental courses.

2. Please indicate how 21st 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: 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 your class? How will you monitor your 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 you meet with others in your department to discuss writing and the outcomes of your course from your perspective and your students'? When do you expect to implement what you have learned into your courses and/or courses in the department? When will you determine the effectiveness of the proposed changes?