Hawai‘i Community College

**Foundations Course Designation Proposal**

**Application of Hallmarks Questions**

WRITTEN COMMUNICATION (FW):
Introduction: Written Communication courses introduce students to the rhetorical, conceptual, and stylistic demands of writing at the college level; courses give instruction in composing processes, search strategies, and composing from sources. Courses also provide students with experiences in the library and on the internet and enhance their skills in accessing and using various types of primary and secondary materials.

To satisfy the FW requirement, a course will:

**FW Hallmarks are numbered with explanatory notes in italics. Questions you must answer in your application are in bold.**

1. Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.
* *The primary goal of W Foundations classes is learning to write. Course reading should serve as a basis for writing rather than as a body of material to be mastered per se.*
* *The primary reading focus should be on expository texts. The course should consider a variety of college-level readings (e.g. summary/abstract, narrative, analysis, argument).*
1. **What forms of writing are taught in the course?**
2. **What purposes and what audiences will students address?**
3. Provide students with guided practice of writing processes–planning, drafting, critiquing, revising, and editing–making effective use of written and oral feedback from the faculty instructor and from peers.
* *There should be a coherent sequence of various types of writing studied and assigned in the course. Generally, such a sequence will move from presumably simpler to more complex rhetorical tasks (e.g. from summary to analysis/interpretation to argument, or from narrative/serialization to comparative analysis to research-based inquiry).*
* *Types of interaction concerning student writing will vary and may include in-class collaborative group work (including online or hybrid instruction), instructor/student conferencing (in person and/or online), student/student peer review, and tutorial feedback as available.*
1. **How will the instructors guide students through the writing process and help them make effective use of the instructor, peer, tutor and/or online tutorial feedback?**
2. Require at least 5000 words of finished prose–equivalent to approximately 20 typewritten/printed pages.
* *“Finished prose” is defined as writing which has received peer and/or instructor feedback, has usually undergone student revision, and has been formally evaluated by the instructor. Writing such as journal entries, e-mail letters, pre-writing exercises, unrevised in-class writing, or feedback to peers should not normally be considered “finished prose.”*
1. **How many pages and words of finished prose will each student complete?**
2. Help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
* *“Information literacy” includes knowledge of and competence using Internet as well as print materials.*
1. **How will instructors help students develop information literacy?**
2. **How will students learn to incorporate, acknowledge and cite sources appropriately?**

5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

**a. What reading strategies will be taught?**

**b. How will students learn to make effective use of sources in their own writing?**