CALIFORNIA COMMUNITY COLLEGES
AND
SAN JOSE EVERGREEN
COMMUNITY COLLEGE DISTRICT

#88-0013
**Fiscal Year** | **ID Number** | **College** | **District**  
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1988-89 | 88-0013 | San Jose City | San Jose-Evergreen  

**Project Title**  
Writing Across the Curriculum  

| Funding Category & Award | Eligible Program | Project Category  
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Grant = $22,000 | E --- Improvement of Trad. Instruction Prog | Implementation Model  

| Project Product | Project Topic #1 | Project Topic #2 | Academic Subject  
--- | --- | --- | ---  
Resource Materials | Curriculum Develop |  | Inter-Disciplinary  

| Project Director | Project Supervisor  
--- | ---  
Charlotte Montandon, English Instructor | M.J. Page, Ass’t Dean Language Arts  

**Proposal Description**  
Typical of most college students, those at San Jose City College practice writing only in their English classes. Instructors generally recognize the importance of writing to the students' success, but need knowledge of design and purpose of discipline-specific writing tasks and encouragement to venture into a writing-intensive approach for teaching their subjects.  

This grant will enable SJCC to assign an instructor of writing to conduct workshops for content-area instructors wherein there will be an attempt to change the faculty's teaching approach to a writing-intensive one. Faculty will be encouraged to employ writing as a tool for learning, ultimately to establish writing-intensive courses in SJCC's core curriculum. The work of previously FII supported projects will be incorporated in the staff workshops.
Proposal for a Grant from the Fund for Instructional Improvement (FII) for Writing Across the Curriculum (WAC) at San Jose City College (SJCC).

Educational Program or Service Addressed:
The WAC project at SJCC is intended to make writing-as-a-teaching-method a reality, to help SJCC to meet the new Title 5 requirements for (1) universal essay/report writing and (2) development of critical thinking skills, to enable vocational faculty integrate writing and reading with their subject matter, and to directly contribute to professional staff development under Education Code Section 84381.

Specific Problem(s):
At present SJCC students practice writing only in their English classes. Instructors generally need knowledge of design and purpose of discipline-specific writing tasks and encouragement to venture into a writing-intensive approach for teaching their subjects.

Population Served:
The WAC project seeks to reach approximately 2000 of SJCC's 10,000 students, and approximately 100 of 170 full time instructors.

Basic Agenda:
WAC directly addresses Faculty and Staff Renewal.

Objectives:
To change the faculty's teaching approach to a writing-intensive one; to employ writing as a tool for learning; ultimately to establish writing-intensive classes in SJCC's core curriculum; to identify the instructors best suited for such classes; to sharpen students communication and critical thinking skills.

Activities:
Funding will give one instructor (Dr. Charlotte Montandon) release time for the 1988-89 school year to direct the project. One workshop per month will reach instructors of related subject areas. In one academic year, 100 instructors will participate in 10 workshops for the design, employment and testing of content-specific writing assignments. A small number of speakers
may be recruited to attest to WAC's success in their own disciplines. The project director will work with some instructors individually.

Expected Impact and Transferability:
The subject-specific writing needs of every discipline will be addressed, writing as a tool for better communication and critical thinking stressed, writing-intensive classes established. In the future, the District may grant release time for the project's continuation. Additional grant funds will be sought to support the project for at least one additional year. Surrounding colleges will be invited to workshops. Project results will be disseminated throughout California upon request and via selected agencies, such as ERIC and VOICE. Likelihood for adaptation of the project by other schools is great.

Evaluation Plan:
Evaluation of the project will be an ongoing process, such as workshop evaluations by participating instructors, review and evaluation by project instructor of instructor-prepared WAC materials, review and evaluation by project director of samples of student writing which resulted from the WAC project, polling of participating students regarding their impressions of the value of the writing assignments, quarterly reports by project director to project supervisor, and semi-annual reports to the District Board.

Information for Dissemination:
A 300 page report including content-specific writing assignments will be kept in the SJCC library and sent to requesters. Project outcomes will be reported through ERIC and VOICE, at California professional conferences, and at District meetings.

Budget:
The total program costs amount to $45,730, 12.6% or $5,775 of which will be borne by the San Jose Evergreen Community College District. Required FII funding: $39,955.
Writing Across the Curriculum

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed

The WAC project at SJCC is intended to make writing-as-an-effective-teaching-method a reality. It will help SJCC to meet the new Title 5 requirements for (1) universal essay/report writing and (2) development of critical thinking skills. Furthermore, it will fulfill the requirement of vocational education staff inservice needs (Carvell, Beyond Compliance, Needs Assessment of Special Student Populations, Inservice for Vocational Educational Staff and Employers Served by CCC Vocational Programs, October, 1987, p. 26, 2-3 by aiding vocational faculty in the integration of more writing and reading assignments into their vocational programs.

Writing Across the Curriculum (WAC) is a project which directly contributes to professional staff development (Education Code Section 84381) and thus is eligible for funding by the Community College Fund for Instructional Improvement (FII).

The WAC project at San Jose City College (SJCC) should be viewed as the concerted effort by faculty in all disciplines to improve teaching and learning with the purpose of greatly enhancing students' opportunities for the acquisition not only of good writing but also of critical thinking skills. It is based on the conviction that writing must be practiced to become and remain a communication skill and that teachers of all disciplines must provide such practice.

This proposed project should be considered a new development which will be directed singly. No sources will be used in connection with the grant, other than SJCC matching funds.

Basic Agenda

Among the specific goals and recommendations of the State Community College Board of Governors' 1987-88 Basic Agenda is Objective B--Educational Excellence. Item 3 names Faculty and Staff Renewal. The proposal for the WAC grant is based on the expectation of the faculty's
• Expanding and changing teaching methods to provide enhanced opportunities for student acquisition of writing skills (including computer application) and also of critical thinking skills.

• Rethinking course content and presentation.
2. Specific Problems Being Addressed

Specific Problem(s)

SJCC students currently receive writing instructions in their English classes only. (Certain SJCC students in certificate programs do not take any English classes). Very few instructors of disciplines other than English give writing assignments or essay-type examinations. Although instructors blame large class sizes for their preference for non-verbal examinations, a lack of knowledge about the design of discipline-specific writing tasks also accounts for their preference. While most of them believe in the value of writing as a method for enhancing thinking skills, they lack encouragement to venture into a different approach for teaching their subjects. The desired outcome of the WAC project is a change by the faculty toward more writing, a revitalization of faculty because of greater cooperation, a rethinking of teaching methods, and a new look at expected course outcome.

WAC has already been instituted in several other schools. But most of these are universities who often teach writing in the disciplines during a student's junior year. Community Colleges, however, can and must provide students with improved writing and critical thinking skills, whether a student later transfers to a university or enters the work force with an AA degree or Certificate of Achievement.
3. Population To Be Served

Population Served

Students of SJCC: SJCC currently enrolls approximately 10,000 students. The WAC project seeks to reach approximately 2,000.

Participating faculty of SJCC: SJCC currently employs 170 full time instructors. The WAC project expects to reach close to 100.
4. Objectives

Objectives

1. To change SJCC faculty's present practice of mostly testing student learning by means of objective tests rather than essay-type exams.

2. To employ writing as a tool for learning.

3. To establish writing intensive classes in SJCC's core curriculum.

4. To identify the best suited instructors for teaching writing-intensive classes.

Since approximately ten instructors will be reached monthly, the number and kind of writing assigned in their classes can be verified by the project director. By the end of the academic years approximately 100 faculty members will have become acquainted with the benefits of WAC and know how to incorporate it in their classes. Students will be polled and asked specifically what kind of writing went on in their classes and how they benefited from it.

To obtain the above objectives, the total grant money will be needed.
5. Workplan Narrative

[NO “WORKPLAN NARRATIVE” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

Expected Impact and Transferability

1. The WAC project addresses the writing needs of every discipline on the SJCC campus, academic as well as vocational.

2. Continued support by the District after the expiration of the grant may depend on the number of instructors who elect to continue with student writing assignments. The project director may be granted some release time. Additional grant funds will be sought to support the project for at least one additional year.

3. The likelihood for adaptation of this project by other institutions is great. In the vicinity of SJCC are four community colleges, two of which at present are also considering the obvious benefits of WAC. (Interested faculty from these colleges will be invited to workshops). Moreover, many professional conferences for teachers of English also address the benefits of WAC and participants show great interest in it.
7. Evaluation Plan

Evaluation Plan

1. The San Jose/Evergreen Community College District requires the project director to report progress to her immediate supervisor, the Assistant Division Dean, four times a year. It also requires semi-annual reports to the Board.

2. The evaluation procedure of workshop activities is performance based:
   - Over the academic year approximately one hundred instructors will participate at least once. A workshop attendance list will be maintained.
   - At least fifty of these participants are expected to assign writing in their classes. Samples of each instructor’s writing assignment(s) will be collected, evaluated by project director, reviewed with the instructor and retained in project files.
   - The number and frequency of writing assignments will be counted.
   - The effectiveness of the assignments will be evaluated by the instructors subjectively, i.e. on their impressions of a change in the comprehension level of their students, since the project’s time is too short to allow comparisons over several semesters. However, the effect of writing will be evaluated objectively on a rating scale by the faculty as well as the students themselves.
   - WAC workshops will be evaluated by instructors.
8. Dissemination Plan

Information for Dissemination

A report will be compiled and kept in the SJCC library. Copies will be sent upon request to any California Community College and selected other agencies, such as the Educational Resources Information Center (ERIC) and the Vocational and Occupational Information Center for Educators (VOICE). The report will contain an estimated 300 pages, including content-specific writing assignments and assessment of the project’s outcome.

Project results will be presented at California professional meetings/conferences and two district meetings/workshops.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]