

W-COURSE PROPOSAL AND REQUEST FOR FUNDS**Section I****A. COURSE TITLE AND NUMBER**

Course Title: *Foundations of Teamwork & Communication II* TECH101-13

Has the proposed course been approved by your program and the Chair/Director of your program? Yes X No

B. INSTRUCTOR/PROGRAM INFORMATION

Name of the persons proposing the course: *Jane Fee, Chantal Gibson, Katherine Maas, Monica Sturgess*

Department: *TechOne/School of Interactive Arts & Technology, Faculty of Applied Science*

Position: *Lecturers: Gibson, Maas, Sturgess, Associate Professor: Fee*

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Telephone: 604-268-7500

Will you be responsible for teaching, revising and/or developing the course?
Yes X No (the revision process will be a team effort)

C. COURSE DESCRIPTION

A follow up to Tech100, this blended learning course continues to help the first year (TechOne) student understand and practice the processes that support effective communication: academic writing, online writing, written and oral communication, verbal and non-verbal communication, collaboration and teamwork. Alternating bi-weekly in-class sessions and online conferences, this course situates all communication exercises within practical learning contexts and introduces several theories of oral and written communication to help students understand and critique their development. The course introduces students to professional forms of communication (the online portfolio, resumes, cover letters, reflective analyses), collaborative writing and oral presentations, and academic research and writing appropriate to the discipline. As well, academic integrity and the avoidance of plagiarism are discussed throughout the course to support the learning process. One of the objectives of the course is for students to learn to practice, evaluate and assess their own communication skills in practical (real world) learning situations. Throughout the course, students receive feedback from instructors, TAs and peers to support the learning process and to enable student progress.

List any prerequisites: *none*

Is the course (please select one)

a course that has been taught before as a W course?

a modification of an existing course?

a new course?

Familiarity with W-courses

- If you will be teaching the course, have you previously taught a writing intensive course?
No, I have not previously taught a writing intensive course.
- Have you attended any writing workshops? (Please specify)
Yes, Monica Sturgess and Chantal Gibson have taken the series of three writing workshops in 03/04.
- Are you registered to attend any workshops on teaching of writing intensive courses?
No, however, those TECH 101 instructors who have not taken the workshops will register in the next session.

Section II

D. INSTRUCTIONAL ISSUES

(1) Summary of Instructional Methods

Students will have opportunities to use writing as a way of learning the content of the course through low-stakes (few or no marks) and higher stakes (10 marks) writing assignments. Students will be taught to write in the forms and the purposes (reflective/narrative essays, online postings, professional emails, resumes, cover letters, persuasive/research proposals, collaborative papers and oral presentations) that are typical to the discipline and related areas. Students will be introduced to appropriate styles of argumentation and evidence, the modes of reasoning (critical inquiry, critical analysis and elements of rhetorical structure, including logic and persuasive language), styles of address (from informal instant messaging to scholarly articles), and the use of inclusive, facilitative language by drawing on theories of collaborative learning and team development. Students will be given explicit criteria, as each assignment will be given with details on the following: overview, process, guidance, expectations and grading. Students will receive appropriate response to their writing from instructors, TAs and peers, with revision built into the process for the formal assignments, as each formal assignment (see section D-3, below) will form the foundation for the next and will therefore lead the students through a progressive process (i.e. the online conference posting assignments will inform the development of resumes and cover letters, which will inform the artifacts and reflective critical analyses that make up the online portfolio). Each week students will have the opportunity for peer review and team collaboration. At least 7065% of the course grade will be based on written work for which students will receive feedback.

(2) Descriptions of Writing Assignments

Assignments

As recommended by the W-course guidelines, assignments will provide clear direction on purpose, form, topic, audience, text features, conventions, process, and evaluation criteria. With regard to the W-course assignment suggestions, the following will be integrated into course work: audience awareness, appropriate rhetorical structures, response to readings, exploratory writing about new concepts, summary statement about new discussion (online posting discussion summaries), draft ideas about a new topic (cover letter and resume writing process), research report (team presentation proposal), text analysis (academic articles/weekly readings), critique (individual reflections and team critiques), literature review (academic articles), position paper (oral presentation), annotated bibliography (team presentation produce), personal narrative (reflective/critical analyses of portfolio artifacts), commentary, profile.

Low-stakes Assignments

Some of the written assignments will be for few or no marks and will be given in the online conferences or in class as an integral part of the learning process. Low stakes assignments will include (1) 6 online conferences exercises (compare and contrast audience analysis, draft cover letter, draft resume, reflective artifact analyses, peer critique, presentation proposal) (2) several short, reflective in-class exercises. All low stakes assignments are mandatory, as they will permit students (as per the CWIL objectives) to experience writing “as a practice for thinking through content/concepts/reasoning...and will [allow] students opportunities to write during learning something rather than only, or mainly, after learning something, encourages risk-taking and critical thinking since it focuses on reasoning and concepts rather than on the technical aspects of writing.”

Assignment 1: Summary of the 7-week Portfolio building process

In-Class Assignment: 0 marks, due week 1.

This introductory assignment is designed to ensure that everyone in the class starts the term with a clear understanding of the 7-week portfolio building process: What is a portfolio? Why do I need one? How am I going to create one? In the final 15 minutes of the class, students will write a short paragraph summarizing what they’ve learned in the class session and outlining what they are expected to do over the next 6 weeks.

This class will begin with a presentation by the SFU Co-op staff, who will outline what first-year students need to know about the professional practice of creating a portfolio, the elements required in a portfolio, and assessing the needs of potential employers (audience). After the presentation, instructors will discuss the portfolio’s role in applications to future academic programs, address the topic “What does your portfolio say about you?” and outline the elements of the portfolio that will be drafted and revised over the next six weeks.

The assignment allows students to (1) familiarize themselves with the portfolio process and the elements of the portfolio (2) meet and interact with Co-op staff (3) relate a “school” assignment

with “real world” applications (4) practice writing a summary by hand (5) ask questions in the class to clarify expectations. The assignment also allows instructors to measure student understanding of the process and to analyze student writing levels in English.

Assignment 2: What does the job ad say about your employer?/ What does your cover letter say about you?

Online: team compare and contrast discussion 5 marks & 1 page draft cover letter 5 marks: due week 2

Before starting this online exercise, students must do the required course readings, key elements of which will be integrated into the team analysis and draft cover letter exercises. Readings include samples of job ads from across numerous disciplines and sample cover letters.

This online assignment requires each student to bring one job advertisement in his or her field of interest to the conference and to provide context for the ad and a brief description of the employer and the employer’s expectations. After posting their work, students review the ads and the descriptions submitted by their teammates. Students are asked to find similarities and differences between ads (language, tone, expectations, etc.) and discussion the possible reasons for them based on the employer’s (audience) expectations.

Part 1: What does the ad say about the employer/audience?

A. Context: Find an advertisement for a job that interests you and carefully note the following:

- Where did you find the ad? (Newspaper, trade magazine, Monster.com, job agency)
- What do you know about the employer?
- What does the ad look like? (5 lines? 1 page? Glossy? Colourful?)
- What kind of person is the ad looking for? (Education? Skills? Junior? Expert?)
- What kind of language is used in the ad? (Technical? Specific? General?)
- What is the tone of the ad? (Friendly? Casual? Serious?)

B. Description: Based on the context of the ad, write a 1 paragraph description of the employer. Make sure the paragraph is detailed and based on your contextual analysis.

B.

C. Team Discussion: Post your ad and employer description to the team conference then read the postings made by your teammates. As a team:

- Note the similarities and/or differences between the ads and the reasons for them
- Review all teammate employer descriptions and make suggestions based on what you have learned from the team discussion

Part 2: What does your cover letter say about you?

A. Write a cover letter: Based on the context of the advertisement, and the expectations of your employer/audience, compose a cover letter demonstrating your interest in the position, using the sample cover letters provided as your guide. As a first-year student, you may not have all the qualifications the employer is looking for, but cite those you do have and aim to impress through appropriate tone and professional writing. Post your cover letter to the conference for peer review and instructor feedback.

The assignment provides students an opportunity to evaluate and assess the needs of an audience and to critically strategize the multiple ways they may go about meeting those expectations. Through this process, students learn to view the cover letter as a site where skill is demonstrated (writing, organization, tone) as well as articulated (specific skill set). Students are given feedback on their conference participation and cover letters by course instructors and TAs and given an opportunity to revise and resubmit their cover letters for the final portfolio submission. This audience driven writing process allows instructors to make the connection between first term and second, between the needs of academic and professional audiences. As well, this low risk assignment gives instructors the opportunity to assess the writing skills of students, and to measure how students are coping in the course (i.e. their ability to synthesize course material and professional ads) and adjusting to university life in general (i.e. workload and developing peer networks).

Assignment 3: What does your resume says about you and your audience?***In-class Resume writing workshop: 5 marks, due in week 3***

In this class session, students will participate in a resume writing workshop with course instructors, TAs and peers. In the course readings, students will examine different kinds of resumes suited to a variety of disciplines. Building on the cover letter exercise, students will make the connection between the cover letter and the resume. Specifically, students will look at samples cover letters and resumes to explore constancies and inconsistencies between them, in pairs. As well, based on information from the Week 1 Co-op presentation and the Week 2 Audience Analysis, students will determine the needs and expectations of the potential employer and the most appropriate way to communicate their own qualifications and personal information in resume form. Students will be given a resume template which they must fill out by the end of the class session. Instructors will guide students through each section of the template asking questions which will encourage them to think about what they want to say about themselves and how they want to say it (When are sentences required? When are bullet points more appropriate?). Students will address the needs of the employer and fashion a resume that meets those needs. Working in teams of 3, students will offer feedback on colleague resumes, using a resume checklist. Before leaving the class, students will show their draft resume to instructors to verify the draft has been completed. The next draft of the resume will be submitted on Friday for assessment.

This assignment allows students to (1) make connections between the Week1, Week 2 and Week 3 material (2) experiment writing in a new genre and learn new rhetorical forms and organizational strategies (3) examine consistencies across their work (4) engage in peer critique. This low risk assignment allows instructors to take students step-by-step through the writing process, to assess writing progress from the first class session, and to ensure through two drafts that students will have the knowledge to compose a resume for the final portfolio evaluation.

Assignment 4: Portfolio Artifacts and 1st draft Reflective Paragraphs
Team Conference: 0 marks

Before starting this online exercise, students must do the required course readings, key elements of which will be integrated into the online assignment. Readings include the following topics: Writing Your Artifact Analysis: Considering Audience & Purpose, Critical Thinking + Academic Communication Skills and Identifying Your Skill Set.

At this point in the portfolio building process, students are asked to look back at the work that they have done to date at SFU. Students are asked to assemble a collection of artifacts that best demonstrate their skills in the following areas:

Technical/Scientific	Team	Communication
<ul style="list-style-type: none"> • Software • Hardware • Systems Management • Lab Science • Technology 	<ul style="list-style-type: none"> • Complete assigned tasks • Role • Collaboration-negotiations • Respect 	<ul style="list-style-type: none"> • Focus • Content • Structure • Writing Skills • Documentation • Presentation
Critical Thinking	Creative/Innovative	Personal Management
<ul style="list-style-type: none"> • Evaluate options • Identify problems • Gather evidence through research • Evaluate options • Inference • View 	<ul style="list-style-type: none"> • Focus • Problem Solving • Experimentation • Intention 	<ul style="list-style-type: none"> • Positive Attitude • Communication • Responsibility • Adaptability • Life long learning

Sample Assignment Instructions:**Day 1 and 2**

For the first two days of the conference you are required to do the following:
Create your own thread in your team conference (entitle it with your name).
Post at least six artifact headings in your thread:

- Technical
- Team Skills
- Effective Communication
- Critical Thinking
- Creativity/Innovation
- Personal Management
- Any others that you choose and are significant to your skills and learning

Select an artifact for each category (from any of your Tech One courses) and post it to the appropriate heading (uploading documents needed, etc.). You may post more than one artifact if you want, but a minimum of one per section is required.

Include with each artifact a short but critical/reflective analysis (1 paragraph) that explains why you chose the artifact and how it fits the criteria for the selected category. Consider the following questions:

- **What is the context for the artifact?** (What is the artifact exactly? What class is it from? What were you asked to do? Were there specific criteria you were asked to follow? A particular skill you were to learn and demonstrate?)
- **How does the artifact demonstrate your skill?** (For example, it is one thing to say you excelled or got an A on the assignment and it is another to actually point out the features that make the work excellent: Do you show mastery of some area? Do you follow directions as outlined by the assignment? Do you show innovation? Do you do something different that was recognized by an instructor? Does your work show your improvement over time?)

Assignment Instructions: Day 3

Visit your teammate's threads. Review the artifacts and reflective analyses, and offer solid, critical feedback and advice to your colleagues. Your suggestions should be focused on the appropriateness of the chosen artifacts and the quality of the analyses (Based on the analysis, does the artifact meet the criteria of the given category?). You are not required to critique the artifacts themselves. The goal for this exercise is for teammates to support one another in building your list of artifacts and in critically answering the reflective questions above.

Post Conference:

After receiving feedback from your teammates, revisit your own thread and make final revisions and refinements to your artifact choices and reflections. **Revised drafts of your reflective analyses must be submitted by Sunday 11pm. Please bring copies of your artifacts, resume and cover letter to class.**

This assignment allows students to (1) reflect on the amount and quality of the work they have done at SFU (2) critically explore their current skill sets, strengths and areas for improvement (3) examine the work done by colleagues over the course of the year (4) engage in peer critique (5) practice the reflective writing skills which they learned in TECH100 (6) synthesize course material into practical learning situations.

Assignment 5: “Ducks in a Row” Final Portfolio Revision Session

In-Class Session: Exit statement, 0 marks

End of Week 5: 2nd draft Artifact Analyses 10 marks

In this class session, students are instructed to bring copies of their updated cover letters, resumes and reflective analyses to class. In this session students address the following topics:

- What is the point of the TECh101 Portfolio? (Do I currently meet the assignment criteria? What do I have left to do?)
- Who is my audience? What does my instructor want? (Do I currently meet the assignment criteria? What do I have left to do?)
- Who do I say I am? (Am I credible? Am I consistent across all artifacts? If I say I am a strong writer or detailed- oriented in my cover letter—do I have grammar or spelling errors in my work? If I say I am a good designer in my cover letter, do my artifacts show strong design principles and organization?)

Exploring the idea of “self as argument” instructors will go over some sample reflections from the conferences, pointing out strengths and areas for improvement with regard to logic, writing, organization, tone, etc. Working in small teams, students will be instructed to apply edits and revisions to their reflective analyses in class, as well as their cover letters and resumes and to offer feedback to colleagues based on assignment criteria.

At the end of the session, students will write a short exit statement outlining the strengths of their portfolio so far and the changes that will be made to the work before it is handed in for final assessment. This low stakes writing assignment allows students to take inventory of tasks that still need to be completed before the assignment deadline. It allows instructors to see each student’s level of focus and anticipate the student’s overall commitment to the project.

Students will submit their revised artifact analyses by Friday 11pm. Students will receive their assessed artifact analyses back the following week in enough time to revise their work before the final portfolio submission.

Assignment 6: Final Portfolio Submission***High-stakes: 25 marks, due week 6.***

In Week 6 students will submit the url to their online portfolio. Each portfolio will contain at least one cover letter, one resume, six artifacts that demonstrate the students' skill sets and six corresponding reflective analyses.

Assignment 7: Team Skill Set Concept Map***In-class Session: 0 marks, due week 7***

In week 7, students form new teams and begin a 6-week team presentation building process. Individual team members are then asked to provide a skill set outline based on what they learned about themselves in the Portfolio Building Process: "Things I do well/Things I need to improve on." Individual students are asked to work alone and to describe their skills clearly—to paint a self-portrait in words. Teams are then asked to bring the outlines together and to concept map the team's skill set with colour markers on a large piece of paper, making connections between all of the team members and noting key differences. Students are then asked to report back their findings to the class in a 5 minute presentation.

This assignment allows students to (1) use the reflective work done in the first half of the course as a foundation for the second (2) connect and collaborate more closely with students with similar interests (3) establish peer support from within the team (4) bond and set team guidelines right away (5) practice communicating in a visual/graphic form (5) practice public speaking skills.

Assignment 8: Interactive Team Research Challenge***Online conference: Annotated bibliography, 15 marks, due in week 8***

In week 8 Teams are asked to pick a research topic—Successful Teams in Technology—from a list provided by the instructor. Using a model similar to the Interactive Research Challenge done in TECH100, teams will conduct an interactive research challenge in collaboration with the SFU Library to collect information about their topic. Asked the topic question "What Makes This Team So Successful?", students will research credible sources (as outlined in the IRC by the SFU Library) such as trade and industry magazines, journals, books, and web material to answer the following questions:

What Makes This Team So Successful?

- What is the name of your chosen team and who are the individual team members?
- What is the team famous for?
- What is each team member's area of expertise? What is each team member's educational/professional background?
- What role does each member play on the team?
- What strategies does this team use to communicate, reach agreement and resolve

conflict?

- What internal and external hurdles have they had to deal with in their development?
- What theories/ideologies/methodologies underlie their work?
- Who is their intended audience?
- What is the evidence of their success?

Note: Remember you are not just researching your chosen team, but you will also be researching their team process and the theoretical material that underlies their success.

Each team member will be responsible for finding three (3) credible sources for the team annotated bibliography. Team members will assess the credibility of all the resources found and come to a consensus regarding the selection of sources. Students will compile an annotated bibliography in APA, much like the one created in TECH 100.

This assignment allows students to (1) apply the research strategies discussed in the course readings and the SFU Library Research workshop in TECH100 to find potential resources for their team presentation (2) re-familiarize themselves with the SFU Library system and the resources available to assist future research in TECH101 and other courses at SFU (3) continue practicing offering constructive criticism to teammates and utilizing feedback offered to them (4) continue practicing referencing academic sources in APA style (5) create a working, annotated bibliography essay in APA style.

Assignment 9: Visual Presentation Skills & Team Proposals
In-class session: draft team proposal, 0 marks week 9

In the first half of this class session, students will discuss different visual presentation strategies such as Power Point presentations and websites. Theories regarding design, organization, hierarchy and writing will be discussed in relation to intended audience. As well, instructors will compare and contrast the conventions used in essay writing and those used in visual presentations using text. After the discussion, teams will construct a draft proposal for their presentations. Using a proposal template, teams will answer critical questions posted by the instructor and fill in the sheet accordingly. The draft proposal will ask students to explain the point of their presentation (thesis), to explain the key points they plan to cover in the presentation (arguments), to define their audience and how they will tailor their message to the audience (audience needs) and, to explain how they will present their material visually. Teams will hand in the proposal at the end of class for instructor feedback.

This assignment allows students to (1) contrast and compare different genres of writing that students have been exposed to in first year (2) think critically about the overall design of their presentation (3) consider the expectations of their audience. This assignment allows instructors to quickly assess how much work the team has done on the project to date, the team's level of understanding of the presentation process, and the team's overall dynamics. Instructors will offer feedback to students on their proposals to prepare them for the first draft of the written portion of presentation.

Assignment 10: Compile Presentation Draft
Online Conference: 0 marks, due in week 10

In this conference, teams will work to compile a rough draft of their final presentation. Students will post a draft version of their Power Point presentation or website, a detailed outline of the presentation (speakers, topics, etc.), and an updated bibliography. Instructors will offer detailed feedback throughout the week noting strengths and areas for improvement.

Assignment 11: Team presentation
In-Class session: 25 marks/ 10 marks peer assessment week 13

In the final class session, student teams will present their final presentations.

See sample Evaluation Forms below:

1. Instructor Evaluation of Presenting Team

During the presentations, your instructor will evaluate the critical content of the presentation and the attitudes of the participants.

Content: What is your instructor looking for?

- Does the presentation have a structure? Does information flow in a clear and logical way?
- Is it organized?
- Are visual aids (power point, website, graphics) used effectively?
- Are all claims supported with evidence? Has each section been researched?
- Does the presentation achieve its purpose? Do all participants stay on topic?
- Is the presentation informative? Interesting?
- Do the ideas presented show critical thinking? Do participants avoid generalizations and fallacious reasoning?
- Are their original ideas presented in the work?

Attitude: What is your instructor looking for?

- Do team members display a positive attitude when presenting their topic?
- Is there clear evidence of empathy?
- Are the opinions acknowledged and affirmed?

- Is the responsibility for presenting distributed evenly amongst team members?
- Do members with stronger presenting skills support those that have weaker presenting skills?
- Is there clear evidence that all team members are supporting one another in both content and presentation?

The assessment form for this exercise is also provided for you in the next syllabus link. You are encouraged to download it and use it as a learning tool during your team rehearsals.

2. TA Evaluation of Presenting Team

Delivery: What is your TA looking for?

- Is the appearance and the body language of the participants appropriate for the discussion?
- Do speakers speak at a reasonable speed? Volume?
- Are the speakers enthusiastic? Engaging?
- Are the speakers direct and focused? Self assured? Confident?

Language: What is your TA looking for?

- Is the language used appropriate for the presentation?
- Is the language used suitable for the audience?

Do speakers communicate clearly? Grammar? Pronunciation?

Tech101: Team Presentation Evaluation Form

Team #: _____ Members Present: _____

Category for Evaluation	Judging Items				
		E X C E L L	G O O D	S A T I S F	U N S A T

Content /15	Development – structure, organization, support material. Evidence used to support main points from credible sources. Issue adequately explored from different points of view. Well developed, smooth flow and transition between presenter roles. Effectiveness – achievement of purpose, audience awareness and interest, team roles are balanced and evidence of rehearsal and team effort. Speech Value - quality of ideas and originality of thought, sound reasoning strategies applied and fallacious reasoning avoided. Visual Aids - effective choice of visual aid for topic, enhances the presentation, does not speak for students, organized, edited				
Attitude /5	Positive –suitable for audience Negotiation – presentation responsibility evenly distributed amongst members, members who have stronger presenting skills support those that have weaker presenting skills. Evidence that all team members are supporting one another.				
Delivery & Language /5	Physical – appearance, body language. Voice – reasonable volume, clear speech. Manner – enthusiasm for topic, connection amongst team members and with audience. Appropriateness – professional language, suitable for current audience. Correctness – grammar, pronunciation and choice of words are appropriate for audience.				

E. Marking and Responding

Who will read and respond to or use student writing?

Instructor _____ TA _____ Peers _____ All

If TAs or Peers will be responsible for marking, how will you ensure that they grade and mark as you would (including providing appropriate feedback to students)?

The evaluation criteria, marking rubrics, and grading expectations are clearly provided for students, instructors and teaching assistants. For example, students are provided a detailed marking rubric for each writing assignment. Students are required to use them as worksheets and checklists throughout the drafting process to note their strengths and areas for improvement. Students are also given peer feedback sheets that provide students with critical questions to ask themselves when giving feedback to their colleagues.

Sample Peer Feedback Questions:

1. Read through the entire resume/cover letter and the grading criteria form. What is your first impression?
2. What is the work's strongest feature? Consider form and content issues noted in the grading criteria/checklist.
3. What one suggestion would you give the author that might assist in strengthening the work?

Through the practice of providing peer feedback students will:

- Learn to critique work and not the writer
- Learn to offer constructive criticism based on prescribed criteria
- Become acquainted with the assignment expectations and grading criteria
- Learn to reflect on their own writing strengths and areas for improvement

Note: To ensure consistency across all sections of the course, all instructors and TAs will use the same grading criteria.

F. INSTRUCTIONAL ASSISTANCE

Which of the following new forms of instructional assistance will you need?

- TAs trained in teaching and evaluating writing? Yes
- Assistance in training your students to respond to feedback? Yes
- Other? Please describe

Four additional teaching assistants will be necessary to meet the requirements of a writing intensive learning class.

G. ASSESSMENT Please explain how the effectiveness of the proposed W-course will be assessed.

i) Comparison of writing in diagnostic essaydrafts with research final paperassignments

By maintaining some consistency in the writing assignments in previous years, and by comparing the diagnostic paperwriting draft results with those achieved in the major research paperwriting assignments, the effectiveness of writing intensive instruction will be measurable.

ii) Comparison of initial draft of paper writing assignments with final drafts

Comparing the first drafts of writing assignments with final drafts, and determining how well students incorporate peer, TA and instructor feedback, will provide a measurable assessment of the writing intensive instruction.

iii) Comparison of writing with course results in previous years

Three instructors and two TAs will have taught the course pre-CWIL, and as such, will allow for the comparison of instructor skills and TA skills post-CWIL and the effectiveness of writing intensive learning will be measurable.

iv) Comparison of low-stakes assignments throughout the course

By comparing early online conference writing with end of term online conference writing, the effectiveness of writing intensive learning will be measurable.

v) Comparison and continuity with teaching assistance

Two of the TAs will have been teaching assistants pre-CWIL and will continue with course post-CWIL, providing a measurement of the effectiveness of writing intensive learning.

H. FUNDING REQUESTS

Course Name and Number: TECH101

Semester(s) funds requested for: 065-13/ 076-13/ 087-13

One-time only development funds requested:

We have been asking one of our TAs to participate in the development of this course. He is familiar with the online and in-class structure of this course and offers another perspective—the valuable student perspective—on the course development. We'd like to request some money to pay for time attending writing seminars and working on course material. Perhaps \$500.

Requested (proposal)	Approved By UCITF	Requested by Assoc Dean	Funded	Details
\$500.00				
\$500.00				Total Development Funds

Instructional support funds requested (per term):

Calculations:

- Divide the total number of students (400) by the standard number of students per tutorial section (18) to find the number of tutorials normally offered: 22
- Divide the number of tutorials (22) by the number of tutorials per fulltime TA (4) to find the number of TAs normally assigned: 5.5
- Multiply the number of TAs normally assigned (5.5) by up to 1.5 to find the projected number of TAs: 8.25
- Find the incremental cost by multiplying the number of extra additional TAs (projected – normal) by the average TA cost: $4 \times \$4969 = \$19,876$

Requested (proposal)	Approved By UCITF	Requested by Assoc Dean	Funded	Details

400				Number of students
24				Number of students per tutorial
4				Number of TAs normally assigned to this course
8				Number of TAs projected (multiply by up to 1.5)
4				Subtotal – Incremental TAs
\$19,876				Subtotal – Incremental TA cost
\$49.69				Subtotal – Incremental TA funding per student
				Additional instructional support
\$19,876				Total Incremental Instructional Funds
\$49.69				Total Incremental Instructional Funds per Student

Please provide a sample TUG for the proposed course:

- attached.

Please check the semesters during which you plan to offer the course and note your expected enrolments for each:

Fall 20054 enrolment: 400 _____
 Spring 20065 enrolment: _____ 400
 Summer 20065 enrolment _____

Fall 20065 enrolment: 400 _____
 Spring 20076 enrolment: _____ 400
 Summer 20076 enrolment _____

Fall 20076 enrolment: 400 _____
 Spring 20087 enrolment: _____ 400
 Summer 20087 enrolment _____

Checklist:

Please make sure your application includes:

- √ this form
- √ a paragraph description of the course
- √ a paragraph description of how assignments/instructional methods address how each W-criteria is met
- √ a paragraph description of each writing assignment (or group of similar assignments)
- √ detailed information as requested on course enrolments, offerings and incremental costs
- a sample TUG for the proposed course (if applicable)

Thank you! The Writing Support Group will respond to your request as quickly as possible.