3. Signature Page

Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

Electronic signatures may be submitted in lieu of this page. If this page is submitted as a hard copy, please include a print out of the electronic signature chain here.

<table>
<thead>
<tr>
<th>WEC Faculty Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Bye</td>
</tr>
<tr>
<td>WEC Faculty Liaison (print name)</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor and Department Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>6/27/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Head/Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Bye</td>
</tr>
<tr>
<td>Print Name</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professor and Department Head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>6/27/2013</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Anderson</td>
</tr>
<tr>
<td>Print Name</td>
</tr>
<tr>
<td>[Signature]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Associate Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>7/1/13</td>
</tr>
</tbody>
</table>

For College of Liberal Arts units only:

CLA - Curriculum, Instruction, and Advising Committee approved Writing Plan on  

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>
3. Writing Plan Narrative – Design, Housing, and Apparel

INTRODUCTION

The Department of Design, Housing, and Apparel (DHA) is composed of five undergraduate programs. Three of the programs are studio based (apparel design, graphic design, interior design), one of those is an accredited program (interior design), and two programs are related to but are not design based (housing studies, retail merchandising). A program director for each program is responsible for the development and coordination of the program and the program faculty meets regularly to develop curricula. The DHA curriculum committee reviews and approves curricula and courses for the five programs.

The Writing Enriched Curriculum project has allowed us to express explicitly our ideas about writing across the programs, and, in that regard, the process has been enlightening. We started with a set of characteristics about writing and expectations of our students based on surveys of faculty, students, and professional affiliates. We then focused at the program level to differentiate those attributes in order to integrate them into our separate curricula. Programs have reviewed and updated criteria, and made changes based on the introduction of new courses and revised curriculums.

NOTE: Responses within Writing Plan sections #1, #2, and #3 below are presented by program in the following order: A. Housing Studies; B. Retail Merchandising; C. Apparel Design; D. Graphic Design; E. Interior Design. Responses within Writing Plan sections #4, #5, #6, and #7 apply to all Design, Housing, and Apparel programs.

EXECUTIVE SUMMARY:

DHA became involved in the WEC project in 2007 and this is the third edition of the writing plan. As a progressive department, we saw WEC as an opportunity to strengthen the writing component of our curriculum by allowing us to explicitly express our ideas about writing across the programs with support from the WEC team.

In this edition, faculty have requested support to develop 5 minute writing curriculum that can be customized for each program (5); develop handouts and web content to present and make transparent writing abilities to undergraduates in each program (5); development of online writing assignments for Retail Merchandising and Graphic Design. The RAs would be supervised by the chair of the curriculum committee and work with each program director to develop appropriate materials. The RAs would be hired by DHA in order to begin work at the start of fall semester 2013. Intermediate goals will be established to achieve completion by the end of spring semester 2014. Success will have these materials available to faculty in each program, a paper and web version of writing abilities for each program, and 2-3 online writing assignments for RM and GDes by the end of May 2014. This provides the resources to support faculty to ‘teach writing’ in addition to the content of the course.

The Apparel Design and Graphic Design programs requested honorarium to support industry panels who would talk with students about writing in their professions. Students in the design disciplines often have more difficulty understanding the importance of writing in their fields which require a high level of visual literacy. Current students, freshmen to senior would be encouraged to attend. We will work with the instructors for the Strategic Career Planning classes and WI classes to incorporate this into their courses. These panels would be recorded for future use.
Faculty have requested a workshop to support WEC efforts with multilingual students that focuses on commenting and grading efficiently. This is a growing challenge as our student populations continue to become more diverse. Individual programs may consult directly with WEC on specific needs.

Since 2010, DHA has been primarily focused on doing the ratings assessment. The goal is to have all programs assessed on the same rotating schedule. Individual programs will develop goals for advancing their writing plans. Spring 2013 meetings with DHA programs and WEC staff refocused faculty on program writing plans (3/15, 4/8, 4/17, and 4/19). Faculty brainstormed needs for instructional/assessment support.

A. **Housing Studies**

**Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS:**

A. What characterizes academic and professional communication in this discipline?
B. If this is a revised version of this unit’s Writing Plan, please comment upon any additions or subtractions made to the previously approved list, and describe the process used to make these changes.

**Housing Studies Writing Characteristics [same as in 2010 plan]**

1. Skillfully applies field-specific terminology
2. Adds new insights and information to existing conversation
3. Uses a professional tone and perspective
4. Works critically, analytically, and synthetically with ideas
5. Attends to directions
6. Appropriately addresses a variety of audiences, both academic and professional
7. Employs a professional “I”, or first-person voice, using a voice that is authoritative and moves beyond subjective reactions

A variety of writing types take place in housing studies. The graduate research assistant identified the types and approaches below:

<table>
<thead>
<tr>
<th>Types of writing in housing studies courses:</th>
<th>Approaches to writing in various types:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Basic and Critical Summaries</em></td>
<td><em>Summary</em>: writing that condenses information, usually from an article, research findings or an experience</td>
</tr>
<tr>
<td><em>Journal</em></td>
<td><em>Descriptive</em>: writing that is used to elaborate or delineate</td>
</tr>
<tr>
<td><em>Outline</em></td>
<td><em>Technical</em>: short and concise writing (e.g., outline)</td>
</tr>
<tr>
<td><em>Memo</em></td>
<td><em>Reflective</em>: writing that is contemplative and</td>
</tr>
<tr>
<td><em>Comparative Analysis</em></td>
<td></td>
</tr>
<tr>
<td><em>Research Paper</em></td>
<td></td>
</tr>
<tr>
<td><em>Literature Review</em></td>
<td></td>
</tr>
<tr>
<td><em>Executive Summary</em></td>
<td></td>
</tr>
</tbody>
</table>
Project Proposal
Mapping
Peer Review
Individual Presentation
Group Presentation
Essay/Short Answer Exams
Graphic presentations (posters)
Powerpoint presentations
Policy Briefs
Opinion/Reflection papers

triggers reason and/or speculation
Analytical: writing that examines and
evaluates, often by means of
comparative analysis
Professional: writing intended for use in the
housing field (e.g., memo or project
proposal)
Research: uses empirical data to support or
create an argument
Essay/Short Answer Assessments: any form of
evaluation or worksheet that requires
written subjective responses

The following descriptors of writing in housing studies were summarized by the graduate research assistant after analyzing all of the courses.

2xxx/3xxx Courses: Writing assignments at this course level are oriented towards process and development. In 2xxx/3xxx level courses, students take the content and terminology acquired from their courses and apply it to basic writing assignments, such as summaries and comparative analyses. These reflective assignments are intended to further develop and enhance their understanding of the class material and provide insight as to how it applies to real life situations. Students also learn the process of how to successfully develop and write an argument in addition to the basics of a theory and how theory is used in research. Group and individual presentations are introduced at this level in order to familiarize students with speaking clearly and efficiently regarding their project. Additionally, by means of observations and field work, students interpret their findings and organize them in written form so as to clearly present what was learned in the field. As a cohesive whole, these assignments enable students to practice and develop their writing and critical thinking skills, which are essential in successfully moving to the next level of undergraduate writing.

4xxx/5xxx Courses: Writing assignments at this course level are oriented towards analysis and problem solving.

In 4xxx/5xxx level courses, students’ writing focuses on the analysis and evaluation of given housing topics. Students use their own thought processes to synthesize and organize arguments, which is then supported by research; this approach distinctively separates opinion from critical analysis. The global and local context is considered, which ensures a heightened awareness of how housing needs and housing policy fit into a bigger picture. This course level encourages students to expand their thinking and create a critical perspective on how to solve problems related to housing. A well-organized, clear and concise product which provides a new way of interpreting a theory or approaching a problem will fulfill the writing objectives of these courses. Presentations are also utilized at this level in order for students to practice presenting their ideas effectively.

Section #2: DESIRED WRITING ABILITIES:

A: What should students be able to do in/with writing by the time they graduate?

B. If this is a revised version of this unit’s Writing Plan, please comment upon any additions or subtractions made to the previously approved list, and describe the process used to make these changes.
Housing Studies Writing Abilities [same as in 2010 plan]

1. Use writing and speaking process to develop ideas
2. Develop personal and professional voices
3. Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory
4. Construct persuasive arguments that move readers, convey and inspire passion
5. Analyze and synthesize information, evaluate evidence, interpret that evidence, think about future implications for policy and housing trends, and clearly articulate each step of this process to others
6. Integrate visuals and numeric information into verbal and written information
7. Work-write as a team member on collaborative endeavors
8. Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others

Section #3: INTEGRATION OF WRITING INTO UNIT’S CURRICULA

A. What, if any, structural plans does this unit have for changing the way that writing and writing instruction are integrated into and across its course offerings? With what rationales are changes proposed and what indicators will measure their impact?
B. If this is a revised version of this unit’s Writing Plan, what, if any, curricular changes have already been implemented and what, if any, additional changes are proposed?

The table below was originally in our writing plan submitted in spring 2008. It shows which expectations are met in the courses we teach for housing studies majors. After the graduate student completed her research by examining syllabi and assignments and interviewing faculty, changes were made to the table in 2010. Assignments continue to be improved by faculty to ensure alignment with writing expectations in 2013.

Table 3.a. Housing studies writing outcomes addressed by courses

<table>
<thead>
<tr>
<th>HSG</th>
<th>2401</th>
<th>2463</th>
<th>3482</th>
<th>4461</th>
<th>4465</th>
<th>5463</th>
<th>5467w</th>
<th>5469</th>
<th>5481</th>
<th>5484</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing and speaking process to develop ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Develop personal and professional voices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct persuasive arguments that move readers, convey and inspire passion</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Analyze and synthesize information, evaluate evidence, interpret that evidence, think about</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
future implications for policy and housing trends, and clearly articulate each step of this
process to others

| x | x | x | x | x | x | x | x | x | x | x |

Integrate visuals and numeric information into verbal and written information

| x | x | x | x | x | x | x | x | x | x | x |

Work-write as a team member on collaborative endeavors

| x | x | x | x | x | x | x | x | x | x | x |

Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others

| x | x | x | x | x | x | x | x | x | x | x |

B. Retail Merchandising

Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS:
C. What characterizes academic and professional communication in this discipline?
D. If this is a revised version of this unit’s Writing Plan, please comment upon any additions or subtractions made to the previously approved list, and describe the process used to make these changes.

Retail Merchandising Writing Characteristics [same as 2010 plan]
1. Skillfully applies field-specific terminology
2. Is active, imaginative, and is oriented toward discovery
3. Adds new insights and information to existing conversation
4. Uses a professional tone and perspective
5. Is attentive to process used in developing solutions to key problems
6. Works critically, analytically, and synthetically with ideas
7. Attends to directions [especially completing application forms and other HR documents]
8. Employs a professional “I”, or first-person voice, using a voice that is authoritative and moves beyond subjective reactions
9. There is a variety of writing types that takes place in housing studies. The graduate research assistant identified the types and approaches below:

The graduate research assistant recorded the goals the curriculum. In order for students to apply their knowledge to their professional careers in retail merchandising, the faculty want to be sure that students:

• Experience a variety of ethical issues existing in the retail business,
• Experience all different kinds of business topics/issues,
• Develop a marketing strategy for the real world business, applying the concepts and theories covered in the classes as well as relating various perspectives to one another, and
• Present their ideas in a professional manner using credible information and sources.

There is a variety of writing types that occur in merchandising. The graduate research assistant identified the types and approaches by course level.

1xxx/2xxx Courses
Students develop writing skills to demonstrate understanding of course material; to present ideas to a given issue/problem; for creative and analytic thinking; to use right terminology; to write clear using correct English; and, to use information sources to support their ideas.
3xxx Courses

Reflection report writing: Develop skills to quickly present ideas to a given issue/problem.

Critical and analytical writing:
- Demonstrate understanding of course materials: integrate the knowledge to develop the solution
- Approach from various perspectives to solve problem: develop a marketing strategy both from the consumer’s perspective and the retailer’s perspective.
- Gather and integrate into their writing ideas drawn from a variety of sources, enhance credibility by identifying and using accurate information; approach and use source information.
- Apply the course concept and theory to the real world situation/examples and develop effective retail strategies to attract consumers.
- Present ideas, solutions with confidence that is derived from demeanor, transparency to login, evocative description, use of evidence

Presentation writing:
- Develop skills to effectively articulate and deliver the contents of presentations to audience using visuals.

Persuasive writing:
- Move audience; convey and inspire passion, be creative
- Write clear and correct English (e.g., clarity, grammar, punctuation, organization)

Peer Review:
- Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others.

4xxx/5xxx Courses

Reflection report writing: Develop skills to quickly present ideas to a given issue/problem.

Critical, analytical, and evaluative writing:
- Demonstrate understanding of course materials: integrate the knowledge to develop the solution
- Approach from various perspectives to solve problem: develop a marketing strategy both from the consumer’s perspective and the retailer’s perspective.
- Apply the course concept and theory to the real world situation/examples and develop effective retail strategies to attract consumers.
- Gather and integrate into their writing ideas drawn from a variety of sources, enhance credibility by identifying and using accurate information; approach and use source information.
- Conduct a research project using various research methods, applying academic theory and/or logic, and reviewing the literature from academic journals, books, and theses.
- Present ideas, solutions with confidence that is derived from demeanor, transparency to login, evocative description, use of evidence

Presentation writing:
- Develop skills to articulate and deliver the contents of presentations.

Persuasive writing:
- Move audience; convey and inspire passion, be creative
- Write clear and correct English (e.g., clarity, grammar, punctuation, organization)

Peer Review:
- Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others.
Section #2: DESIRED WRITING ABILITIES:
A: What should students be able to do in/with writing by the time they graduate?
B. If this is a revised version of this unit’s Writing Plan, please comment upon any additions or subtractions made to the previously approved list, and describe the process used to make these changes.

Retail Merchandising Writing Abilities [same as in 2010 plan]
1. Present ideas, sell solutions with confidence that is derived from demeanor, transparency to logic, evocative description, use of evidence
2. Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory
3. Move someone (audience); convey and inspire passion
4. Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others

Section #3: INTEGRATION OF WRITING INTO UNIT’S CURRICULA
C. What, if any, structural plans does this unit have for changing the way that writing and writing instruction are integrated into and across its course offerings? With what rationales are changes proposed and what indicators will measure their impact?
D. If this is a revised version of this unit’s Writing Plan, what, if any, curricular changes have already been implemented and what, if any, additional changes are proposed?

The table below was originally in our writing plan submitted in spring 2008. It shows which expectations are met in the courses we teach for retail merchandising majors. After the graduate student completed her research by examining syllabi and assignments and interviewing faculty, changes were made to the table in 2010. In 2013 ADes 4218W was added to the curriculum and approved as a writing intensive course. Assignments continue to be improved by faculty to ensure alignment with writing expectations.

Table 3.b. Retail merchandising writing outcomes addressed by courses*

<table>
<thead>
<tr>
<th>1111</th>
<th>1201</th>
<th>3217</th>
<th>3242*</th>
<th>3243</th>
<th>3245</th>
<th>4117w</th>
<th>4212w</th>
<th>4216</th>
<th>4217</th>
<th>4247</th>
<th>4215</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Present ideas, sell solutions with confidence that is derived from demeanor, transparency to logic, evocative description, use of evidence

<table>
<thead>
<tr>
<th>1111</th>
<th>1201</th>
<th>3217</th>
<th>3242*</th>
<th>3243</th>
<th>3245</th>
<th>4117w</th>
<th>4212w</th>
<th>4216</th>
<th>4217</th>
<th>4247</th>
<th>4215</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory

<table>
<thead>
<tr>
<th>1111</th>
<th>1201</th>
<th>3217</th>
<th>3242*</th>
<th>3243</th>
<th>3245</th>
<th>4117w</th>
<th>4212w</th>
<th>4216</th>
<th>4217</th>
<th>4247</th>
<th>4215</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Move someone (audience); convey and inspire passion

<table>
<thead>
<tr>
<th>1111</th>
<th>1201</th>
<th>3217</th>
<th>3242*</th>
<th>3243</th>
<th>3245</th>
<th>4117w</th>
<th>4212w</th>
<th>4216</th>
<th>4217</th>
<th>4247</th>
<th>4215</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others

<table>
<thead>
<tr>
<th>1111</th>
<th>1201</th>
<th>3217</th>
<th>3242*</th>
<th>3243</th>
<th>3245</th>
<th>4117w</th>
<th>4212w</th>
<th>4216</th>
<th>4217</th>
<th>4247</th>
<th>4215</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
*RM 3242 is focused on financial analyses and, while there could be writing potential, it is not a priority for developing writing within the course at this time. Courses that can be taken by retail merchandising students but are not in this table include ADes 2213, 3201, and 4121 that are developed and coordinated by non-retail faculty.

C. Apparel Design

Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS *: What characterizes academic and professional communication in this discipline?

Apparel Design Writing Characteristics [same as in 2010 plan]
1. Skillfully applies field-specific terminology
2. Is active, imaginative, and is oriented toward discovery
3. Employs a professional “I”, or first-person voice, using a voice that is authoritative and moves beyond subjective reactions
4. Adds new insights and information to existing conversation
5. Uses a professional tone and perspective
6. Engages design problems and contributes to the field’s discussion of these problems
7. Is attentive to process used in developing solutions to key problems
8. Works critically, analytically, and synthetically with ideas
9. Is descriptive and observation based; writers in this field move from critical observation to nuanced communication
10. Attends to directions
11. Addresses a variety of audiences, both academic and professional
12. Uses concise, directive prose
13. Employs a professional “I”, or first-person voice, using a voice that is authoritative and moves beyond subjective reactions
14. Focuses logically and persuasively on design, rather than designer or advocate, as its subject

Section #2: DESIRED WRITING ABILITIES **: With which writing abilities should students in this unit’s majors graduate?

Apparel Design Writing Abilities [Point 1 revised from 2010 plan]
1. Uses professional tone while at the same time compellingly revealing writer’s voice.
2. Use writing, speaking, and sketching processes to develop ideas
3. Present ideas, sell solutions with confidence that is derived from demeanor, transparency to logic, evocative description, use of evidence
4. Develop personal and professional voices

*Adjectives, or adjectival phrases are typically most useful here, for example, “transparent to logic,” (Nursing); “Analytic (versus journalistic) and argumentative” (Political Science).

**Verbs or verbal phrases are typically most useful here, for example, “Take a principled, not arbitrary position” (Geography); “Visually represent designs and explain salient features of a part or concept” (Mechanical Engineering).
5. Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory
6. Move someone (audience); convey and inspire passion
7. Be nimble and quick: analyze and synthesize a lot of information quickly, and forecast the future
8. Integrate visuals and numeric information into verbal information, portray dynamic relationships between human behavior and design
9. Work-write as a team member on collaborative endeavors
10. Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others

The apparel design curriculum is balanced between studio based and lecture based courses. The graduate research assistant summarized the characteristics of writing between these two types of courses and among the levels of courses.

**Studio courses in apparel design**

In studio based courses, writing functions as a tool that supports the design process. Writing is used to develop ideas and point out design problems, to research and analyze target market, materials, trends, etc., to communicate design ideas, and to reflect on the design process and the end product. Additionally, sketches, visuals and writing are used together to communicate the end product and design ideas by presentation boards. The main purpose of writing is to teach students the design process steps and have them gather and analyze the design research data, document the design process and be critical about the final product. Second, writing functions as a tool to teach students the field specific terminology and to prepare them for practicing profession.

There is a variety of writing types that takes place in studio based courses:

**Journals (Process Notebooks, Sample Notebooks):** Visual and written communication of design ideas, inspirations and designs or design implementation processes.

**Problem Statements:** Students identify design problems, design objectives and design criteria

**Design Research Report:** Students describe the design process from identifying the design criteria, target market research, competitor and inspirational research to the end product. Students identify design problems and objectives and articulate the design process understanding how design process fits in a sequence. As the level of the courses increase the research reports become more detailed and critical. Students synthesize the background research data and apply that data in their design process.

**Design Proposal:** Students identify the design concepts and tie them to consumer research using examples and references.

**Design Process Critique:** Students evaluate the design work and reflect on what has been accomplished and the limitations.

**Ideation:** Idea generation using ideation techniques such as brainstorming, mind maps, story boards, etc.

**Visual Analysis:** Students describe visuals and artifacts which help them enhance their understanding of course material. By this way students also apply course materials to practical examples.

**Presentations:** Students effectively articulate and deliver the contents of presentations to audience using written bullet points and visuals.

**Professional Communication:** Students email company representatives or write grant proposal

**Resume, Personal Biography**

**Lecture courses in apparel design**
In lecture based courses, writing functions as a tool that enables students to research literature, understand academic theories in the field, and implement the theories to practical examples. Writing also enables students to understand several research methods and analyze the data they collect and document the results using correct citations. As the level of the course increases writing becomes more intense and critical and is also reviewed more critically by the instructors.

The types of writing that take place in lecture based courses are:

- **Literature Reviews**: Describing or summarizing a field specific topic and reflecting on that topic in a formal way.
- **Personal Reflective Essay**: Describing and discussing certain topics rooted in textbooks and applying the concepts to personal experience examples.
- **Argumentative Essay**: Developing and communicating arguments and being critical about field specific topics.
- **Research Papers**: Conducting literature review and discussing a field related topic by using academic citation. Developing and communicating arguments and being critical about field specific topics.
- **Response Papers**: Discussing a field related topic by answering a set of guiding questions.
- **Presentations**: Effectively articulating and delivering the contents of presentations to audience using written bullet points and visuals.
- **Quick In-class Writing**: Students quickly recognize a given problem and answer thoroughly.
- **Wiki Editing**

**Summary descriptors of writing characteristics by type and level of course**

<table>
<thead>
<tr>
<th>Level</th>
<th>Studio courses</th>
<th>Lecture courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1XXX/2XXX</td>
<td>Students learn to use the field specific terminology and apply them in basic writing assignments. The writing is descriptive such as the summary of the steps students take to proceed in a practical activity or the description of an artifact in terms of topics covered in the lectures. Writing is also used to generate ideas and to set design criteria in the beginning of design process. Students engage in preliminary research activities such as target market or trend research. Visuals, sketches and writing are used to communicate design ideas and to present the ideas by mood boards or presentation boards.</td>
<td>Students use basic writing abilities to demonstrate understanding of the course material through in class activities. Students learn the field specific terminology and correctly use it in their writing. The assignments enable students to recognize a field specific topic and present their ideas using basic writing skills.</td>
</tr>
<tr>
<td>3XXX</td>
<td>In 3XXX level courses writing becomes critical in addition to being descriptive and reflective. Students critically analyze the design process and critique on how the end product could be further improved. The presentations become formal and students peer review the end product. In collaborative projects students communicate with company contacts and engage in professional communication related to design process.</td>
<td>In 3XXX level courses students start conducting research reports by applying an academic theory to real world examples. Students apply qualitative and quantitative research methods into their research and they present the outcome by using different presentation techniques such as Power Point presentations or poster presentations. Students are encouraged to use correct academic style citation in their writing.</td>
</tr>
<tr>
<td>4XXX</td>
<td>In 4XXX level courses in addition to previous writing types, students engage in profession related writing such as creating formal work</td>
<td>In 4XXX level courses, writing is used to clearly present ideas by implementing academic theories, relevant research.</td>
</tr>
</tbody>
</table>
plans, writing resumes, developing portfolios, communicating with company contact if enrolled in a collaborative project. Preliminary researches become in depth and students use academic observation and interview techniques for target market research or trend research and document all the research activities conducted during the design process.

methods and correct citation techniques. Writing is peer reviewed and critically analyzed by the other students as well as the instructors. Students also develop editing abilities by assignments and peer reviews.

Section #3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM: How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationales are changes proposed and what indicators will signify their impact?

The table below was originally in our writing plan submitted in spring 2008. It shows which expectations are met in the courses we teach for apparel design majors. After the graduate student completed her research by examining syllabi and assignments and interviewing faculty, changes were made to the table in 2010. Assignments continue to be developed and improved by faculty to ensure alignment with writing expectations.

<table>
<thead>
<tr>
<th>1201</th>
<th>1221</th>
<th>2211</th>
<th>2221</th>
<th>2213</th>
<th>2214</th>
<th>3217</th>
<th>3227</th>
<th>3223</th>
<th>3224</th>
<th>3225</th>
<th>4121</th>
<th>4212w</th>
<th>4215</th>
<th>4225</th>
<th>4226</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance professionalism with personality</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Use writing, speaking, and sketching processes to develop ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Present ideas, sell solutions with confidence that is derived from demeanor, transparency to logic, evocative description, use of evidence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Develop personal and professional voices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Move someone (audience); convey and inspire passion</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Be nimble and quick: analyze and synthesize a lot of information quickly, and forecast the future</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Integrate visuals and numeric information into verbal information, portray dynamic relationships between human behavior and design</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Work-write as a team member on collaborative endeavors</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Table 3.c. Apparel design writing outcomes addressed by courses*
* DHA courses required and/or optional to meet credit requirements but are listed in other program tables are: GDes 1311, 1312, and 3312, studio courses coordinated by the graphic design faculty; RM 3245 overseen by the retail merchandising faculty; and GDes 4330 is a fabric design workshop that does not have significant writing assignments. In 2013, three new courses have been added ADES 2214, ADES 3227, and ADES 4218, and two Retail Merchandising courses have been eliminated from the curriculum: RM 4217 and RM 4216.

D. Graphic Design

Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS *: What characterizes academic and professional communication in this discipline?

Graphic Design Writing Characteristics [same as in 2010 plan]
1. Skillfully applies field-specific terminology, which in graphic design includes color choice, visual layout, page layout, and structures
2. Is active, imaginative, and is oriented toward discovery
3. Is attentive to iterative process used in developing solutions to key problems
4. Is descriptive and observation based; designers in this field move from critical observation to nuanced communication
5. Focuses logically and persuasively on design, as well as designer or advocate, as its subject

Section #2: DESIRED WRITING ABILITIES **: With which writing abilities should students in this unit’s majors graduate?

Graphic Design Writing Abilities [same as in 2010 plan]
1. Balance professionalism with personality
2. Develop personal and professional voices
3. Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others
4. Have an awareness of how both form and content of writing convey meaning
5. Have an awareness of how typographic form enhances and more fully articulates content
6. Strongly consider writer and reader perspectives

There is a variety of writing types that takes place in graphic design. The graduate research assistant identified the types and examples below:

- Creative Writing:
  Visual and written communication of design ideas and design inspirations (Journals, Sketchbooks, Process Notebooks, Presentations)
  Idea generation using ideation techniques (Brainstorming, Mind maps, Story Boards, etc.)

- Analytical Writing:
  Identifying design problems, design objectives and design criteria (Design Proposals)

*Adjectives, or adjectival phrases are typically most useful here, for example, “transparent to logic,” (Nursing); “Analytic (versus journalistic) and argumentative” (Political Science).

**Verbs or verbal phrases are typically most useful here, for example, “Take a principled, not arbitrary position” (Geography); “Visually represent designs and explain salient features of a part or concept” ( Mechanical Engineering).
Analyzing the design process from ideation to the end product as well as design limitations (Problem statements)

Research Based Writing:
- Conducting literature review and discussing a field related topic by using academic citation
- Developing and communicating arguments and being critical about field specific topics

Preliminary Background Research:
- Researching and analyzing target market or related products during design process

Reflective writing:
- Describing or summarizing a field specific topic and reflecting on that topic in a formal way

Peer Review:
- Looking at a set of work from other students and critiquing them in terms of strongest and weakest aspects

Profession related writing:
- Writing resumes, personal statements, emailing or writing grant proposal

Short writing:
- Creating slogans, captions, brand names, etc.

Technical Writing:
- Manuals

Informal in-class writing

The following descriptors of writing in graphic design were summarized by the graduate research assistant after analyzing all of the courses. The RA identified that as the level of the courses increase, the expectations from students also increase. Students are expected to answer questions and articulate their thoughts clearly in a written format. Students should be able to effectively gather the information that is relevant to connection they are making in their writing. Also, they should be able to effectively analyze, synthesize and criticize that information.

1xxx Courses
- Students write problem descriptions that help them analyze and understand the design process.
- Students identify design problems and objectives and articulate the design process understanding how design process fits in a sequence. Students learn and apply field specific terminology acquired from their courses and apply it to basic assignments such as problem statements and presentations.

2xxx/3xxx Courses
- In addition to writing problem statements, students keep records of the design process in journals. Journals document the whole design process including ideations, inspirations, notes, sketches and illustrations, list of sources, background research and observations. Students engage in different sorts of creative writing to develop ideas such as brainstorming, mind maps, story boards and personas.
- Students apply techniques like observations, questionnaires and interviews in preliminary background research for their design projects. Students also engage in more traditional type of writing such as writing reflective essays and summaries in which they describe and discuss certain topics rooted in textbooks. Students conduct literature review and discuss field specific topics or compare and contrast works and styles of designers. These assignments help students and enhance their understanding of course material and to apply them to practical examples.

4xxx Courses
- By the 4xxx level, writing becomes more formal. Students conduct literature reviews and discuss field specific topics using correct academic citations. Students continue writing reflective essays and summaries in which they describe and discuss certain topics rooted in textbooks. They develop and communicate arguments by writing and support these arguments by research and literature reviews. Students critically analyze the design process in their writing. Students evaluate the design work and
reflect on what has been accomplished and the limitations. They also formally critique works of their peers and accept formal critique from their peers and instructors and reflect on these critiques. In addition, students engage in profession related writing such as creating personal statements, writing resumes, developing portfolios, communicating with professionals and writing grant proposals.

**Section #3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM:** How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationales are changes proposed and what indicators will signify their impact?

The table below was originally in our writing plan submitted in spring 2008. The table has been updated to reflect curricular changes. Effective in Fall 2013, a new, senior-level course (GDES 4361W: Thesis Studio and Writing) will function as the capstone course. The program added two other courses (effective Fall 2013): GDES 4362 and GDES 2399W. Two courses have been eliminated: GDES 2385W and GDES 4354. The table shows which expectations are met in the courses we teach for graphic design majors. After the graduate student completed her research by examining syllabi and assignments and interviewing faculty, changes were to the table in 2010. Assignments continue to be improved by faculty to ensure alignment with writing expectations.

<table>
<thead>
<tr>
<th>Table 3.d. Graphic design writing outcomes addressed by courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations:</td>
</tr>
<tr>
<td>Balance professionalism with personality</td>
</tr>
<tr>
<td>Develop personal and professional voices</td>
</tr>
<tr>
<td>Respect and accept critical evaluations of writing and be able to respectfully and constructively critique the writing of others</td>
</tr>
<tr>
<td>Have an awareness of how both form and content of writing convey meaning</td>
</tr>
<tr>
<td>Have an awareness of how typographic form enhances and more fully articulates content</td>
</tr>
<tr>
<td>Strongly consider writer and reader perspectives</td>
</tr>
</tbody>
</table>

1311 | 1312 | 1315 | 2311 | 2334 | 2345 | 2351 | 2399W | 3312 | 3352 | 3353 | 4131W | 4334 | 4345 | 4355 | 4361W | 4362 | 4365W |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
E. Interior Design

**Section #1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS**: What characterizes academic and professional communication in this discipline?

*Interior Design Writing Characteristics [same as in 2010 plan]*
1. Skillfully applies field-specific terminology
2. Is active, imaginative, and is oriented toward discovery
3. Adds new insights and information to existing conversation
4. Uses a professional tone and perspective
5. Engages design problems and contributes to the field’s discussion of these problems
6. Is attentive to process used in developing solutions to key problems
7. Works critically, analytically, and synthetically with ideas
8. Is descriptive and observation based; writers in this field move from critical observation to nuanced communication
9. Attends to directions [especially completing application forms and other HR documents]
10. Addresses a variety of audiences, both academic and professional
11. Uses concise, directive prose
12. Employs a professional “I”, or first-person voice, using a voice that is authoritative and moves beyond subjective reactions
13. Focuses logically and persuasively on design, rather than designer or advocate, as its subject

**Section #2: DESIRED WRITING ABILITIES**: With which writing abilities should students in this unit’s majors graduate?

*Interior Design Writing Abilities [one additional expectation from 2010 plan; IDES faculty will continue to refine the list of writing abilities under WP3]*
1. Uses professional confident tone.
2. Writing is evocative and intriguing to read/follow.
3. Writes at a level appropriate to target audience (uses terminology accurately and appropriately with no unnecessary jargon).
4. Uses language related to the discipline of interior design.
5. Writing is holistic in that it builds an argument and organizes connections between ideas and sources.
6. Presents, critically interprets, and synthesizes ideas and sources using theory and other research or precedent studies.
7. Conveys solutions to problems integrating persuasive evidence and logic.
8. Writing is complemented and enhanced through graphics/visuals or other effective ways of

*Adjectives, or adjectival phrases are typically most useful here, for example, “transparent to logic,” (Nursing); “Analytic (versus journalistic) and argumentative” (Political Science).

**Verbs or verbal phrases are typically most useful here, for example, “Take a principled, not arbitrary position” (Geography); “Visually represent designs and explain salient features of a part or concept” (Mechanical Engineering).
A variety of writing types takes place in interior design. The graduate research assistant identified the types and approaches below:

<table>
<thead>
<tr>
<th>Types of writing in interior design courses:</th>
<th>Approaches to writing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary/Abstract</td>
<td>Summary/Abstract: writing that condenses information, usually</td>
</tr>
<tr>
<td>Descriptive</td>
<td>from an article, research findings or an experience</td>
</tr>
<tr>
<td>Concept/ Solution Statement(s)</td>
<td>Descriptive: writing used to elaborate or delineate</td>
</tr>
<tr>
<td>Problem Statement</td>
<td>Technical: writing that uses code specifications</td>
</tr>
<tr>
<td>Technical</td>
<td>Reflective: writing that is contemplative and triggers reason</td>
</tr>
<tr>
<td>Reflective</td>
<td>and/or speculation</td>
</tr>
<tr>
<td>Analytical</td>
<td>Analytical: writing that examines information to find the essence</td>
</tr>
<tr>
<td>Professional</td>
<td>of a concept, design, culture or problem</td>
</tr>
<tr>
<td>Research</td>
<td>Research: writing that uses empirical data to support or create an</td>
</tr>
<tr>
<td>Peer Review</td>
<td>argument</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>Essay/Short Answer Assessments: any form of evaluation or</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>worksheet that requires subjective responses</td>
</tr>
<tr>
<td>Essay/Short Answer Assessments</td>
<td></td>
</tr>
</tbody>
</table>

The graduate research assistant summarized the following descriptors of writing in interior design after analyzing all of the courses.

**1xxx/2xxx Courses:** Writing assignments at this course level are oriented towards discovery and communicating ideas.

In 1xxx/2xxx courses, students are introduced to the design process and learn how to convey their ideas through concise language. Although it is secondary, writing in interior design plays a large role in bringing meaning to the design process. The writing components at this course level are intended to encourage discovery and inform decisions. Students use writing as a tool to develop and communicate their ideas. Concept statements, which are introduced at this level but used throughout the undergraduate career, serve as the starting point of one’s creative process. Therefore, these statements, although succinct, convey the student’s inspiration and act as the bridge between thought and design. The writing found at this level is also used as a means to describe, explain and reflect in order to bring awareness to judgments and provide rationale for students’ decisions. Presentations are a critical component in these courses as well; they provide students with the opportunity to practice communicating their ideas and to receive constructive criticism so as to improve on their technique.

**3xxx/4xxx Courses:** Writing assignments at this course level are oriented towards problem solving.

In 3xxx/4xxx courses, students move beyond subjective reactions and learn how to present an argument and defend their decisions, both verbally and in written form. Writing at this level continues to support the design process and is used as a means to not only identify, but to solve real design problems with real clients. Therefore, concept statements often derive from an existing design problem and conclude with a valid solution based on the issue at hand. This enhances the student’s ability to effectively translate their concept into design. Additionally, writing at this course level requires students to use empirical evidence through research. Technical writing is also advanced and is used to support
construction documents and other visual components. Verbal presentations at this course level continue to serve as a critical element and are expected to be refined and professional.

**Section #3: INTEGRATION OF WRITING INTO UNIT’S UNDERGRADUATE CURRICULUM:** How is writing instruction currently positioned in this unit’s undergraduate curriculum (or curricula)? What, if any, structural plans does this unit have for changing the way that writing and writing instruction are sequenced across its course offerings? With what rationales are changes proposed and what indicators will signify their impact?

The table on the next page was originally in our writing plan submitted in spring 2008. It shows which expectations are met in the courses we teach for interior design majors. After the graduate student completed her research by examining syllabi and assignments and interviewing faculty, changes were made to the table in 2010. Note that the last two outcomes were not apparent to the RA in the course materials. It is likely that these expectations are embedded in other outcomes. Assignments continue to be improved by faculty to ensure alignment with writing expectations.

**Table 3.e. Interior design writing outcomes addressed by courses***

<table>
<thead>
<tr>
<th>Course Numbers</th>
<th>1601</th>
<th>1602</th>
<th>2603</th>
<th>2604</th>
<th>2612</th>
<th>2613</th>
<th>2621</th>
<th>3605</th>
<th>3606</th>
<th>3614</th>
<th>4161</th>
<th>4162</th>
<th>4607</th>
<th>4608</th>
<th>4615w</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance professionalism with personality</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Present ideas, sell solutions with confidence that is derived from demeanor, transparency to logic, evocative description, use of evidence</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop personal and professional voices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Gather and integrate into their writing ideas drawn from a variety of sources; enhance credibility by identifying and using accurate and information; approach and use source information critically and analytically; base new ideas on precedent and theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Organize ideas comprehensively and compellingly in papers and in multi-media presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Analyze (particularly compare and contrast) concepts and ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Avoid over-inflation of vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retain professional objectivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use writing processes to develop ideas [course identification not completed yet]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Courses required but not listed in this table are GDes 1311 and 1312, foundation studio courses coordinated by the graphic design faculty; and, ADes 2213, textile analysis, coordinated by apparel design faculty.*
Section #4: ASSESSMENT of UNDERGRADUATE WRITING

E. What plans does this unit have for communicating its writing expectations (see sections #1 and #2) to undergraduate students?

- DHA would like to develop handouts/web content for the five programs that present “Writing in Graphic Design” or “Writing in Retail Merchandising”. These would make the desired writing abilities students in each major transparent as well as provide writing support resources. A WEC RA would support this project.

What, if any, changes would faculty in this unit like to make to current writing assessment practices?

- Faculty continue to review and assess writing in their courses to meet program writing expectations. This involves updating assignments and syllabi to make writing expectations more evident. The DHA curriculum committee will discuss developing boilerplate language that can be used to identify desired writing abilities for each program and how they are addressed in each course. Each program has updated its curriculum and is in the process of incorporating writing goals and assignments.

- ADES plans to trace instructional threads and to do a better job of exposing students to the reasons why writing is important in this field. We have a number of new faculty who were not part of the original WEC planning, thus the WEC objectives have been reintroduced. Reviewing the results of the Ratings of Student Writing has led Interior Design and Graphic Design to rework their rating criteria.

- Ratings of DHA student writing have already occurred for ADES and Housing Studies in 2010; RM and ADES in 2011; and GDES in 2012. Ides will be rated summer 2013. Faculty were surprised at the ratings and expressed motivation to revisit their effort to more explicitly address writing in their courses, thus a request for 5 minute curriculum development.

F. If this is a revised version of this unit’s Writing Plan, what, if any changes to writing assessment practices have already been implemented and what, if any, additional changes are proposed?

- DHA faculty have begun the process of translating each program’s list of desired writing abilities into a menu of grading criteria. IDES and GDES completed that process, and the applicable menus are reproduced below. Faculty will be encouraged to select applicable writing abilities and grading criteria as they design/update course syllabi and assignments. Students will be informed about grading criteria by including it in each assignment. ADES, RM, and HSG faculty will continue to work on this project in 2013-14, with the goal of finalizing the menus by the end of Spring 2014 (in time for 2014 ratings of senior-level student writing).

- IDES Menu of Grading/Rating Criteria
  The text...
  1. uses a professional, confident tone
  2. sustains the reader’s attention
  3. flows smoothly from one part to the next
  4. is pitched at a level appropriate for target audience (uses terminology accurately and appropriately with no unnecessary jargon)
  5. uses interior design-specific language as appropriate for peers in the profession
6. organizes information to draw connections between ideas and sources
7. presents a critical interpretation of relevant theories, research, and/or precedent studies
8. synthesizes ideas and sources to support the argument or design solution
9. smoothly integrates logic and evidence
10. uses graphics, visuals, tables, and/or figures to complement or explain content
11. applies APA writing standards correctly for headings and subheadings
12. applies APA rules correctly for in-text citations and Reference List content
13. applies APA guidelines correctly for labeling of visuals/figures

• GDES Menu of Grading Criteria

1. Competent use of writing mechanics (spelling, punctuation, use of capitals, etc.)
2. Consistent use of correct grammar (clauses, syntax, tenses, sentences, etc.)
3. Effective use of organizational structures (paragraphs, transitions, introductions, conclusions, etc.)
4. Use of lively, descriptive vocabulary commensurate with college-level education.
5. Use of appropriate graphic design field-specific terminology.
6. Visual and literal choices work with chosen media (print, screen, kinetic, etc.)
7. Understands the relationships between legibility, readability and writing comprehension (type face choice, size, color, composition, line measure, etc.)
8. Layout evidences knowledge and understanding of visual hierarchy and sequencing principles.
9. Demonstrates understanding of, and addresses the underlying needs of target audiences, using reader-appropriate writing and typography.
10. Develops their individual voice through appropriate writing modes (descriptive, narrative, expository, persuasive and creative).

• Section #5: SUPPORT

A. What kinds of instructional support are requested by this unit in order to move above-described plans into implementation?

- Faculty are interested in workshops focused working with multilingual students that would focus on commenting and grading efficiently, and how to teach writing in five-minute increments. We will plan a department workshop on supporting writing for multilingual students early fall 2013 and encourage each program to set up a working meeting with WEC staff to address individual program writing strategies. A WEC RA will develop 5 minute writing curriculum that can be customized for each program and collaborate with WEC staff on sample collection for 5-minute workshops.
- GDES requests support for a graduate student WEC RA to develop instructional support in the form of 5-minute writing curriculum.
- GDES also requests support to host a panel discussion with GDES professionals; the panelists would speak to a student audience to help student understand the complex nature of GDES writing.
- RM faculty request workshops for faculty on the following topics:
  - Designing writing assignments for (a) genres other than research papers (correspondence, press releases, emails, tracking non-linear problem solving); (b) helping students identify and appropriately address a variety of target audiences; (c) helping students scrutinize data sources
  - Taking advantage of online/hybrid tools and instruction modes (Moodle for assignments, Google Hangout)
RM faculty request instructional support to create an archive of instructional support materials, including a thorough grading rubric, 5-minute workshops, and quick tips.

B. What kinds of assessment support are requested by this unit?
- GDES requests support for internal, longitudinal rating of student writing in GDES 2399W to GDES 4361W. GDES understands that the WEC program is unable to do additional, off-schedule ratings; we request support relative to the design and implementation of internal GDES ratings. To be more specific, GDES is interested in learning the details and budget considerations involved with the WEC-related ratings process, so that the program can conduct internal, longitudinal ratings. This will need to be supported with special funding or grant applications.

C. If this is a revised version of this unit’s Writing Plan, what forms of instructional and assessment support have already been implemented and what is the faculty’s appraisal of this support’s efficacy?
- Spring 2013 meetings with DHA programs and WEC staff refocused faculty on program writing plans (3/15, 4/8, 4/17, and 4/19). Faculty brainstormed needs for instructional/assessment support.
- Since 2010, DHA has been primarily focused on doing the ratings assessment. The goal is to have all programs assessed on the same rotating schedule. Individual programs will develop goals for advancing their writing plans.

Section #6: PROCESS USED TO CREATE THIS WRITING PLAN
How were stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this plan?

Each program met with WEC staff and the liaison to review ratings and the writing plan. Programs then worked to consider any revisions and requests. Results from the ratings assessment lead to revision of the ratings criteria by Graphic Design and Interior Design. Apparel Design is in the process of more thoroughly evaluating current assignments and doing a better job of exposing students to the reasons why writing is important in this field. My goal is to have the department develop boilerplate language that can be used to identify desired writing abilities for each program and how they are addressed in each course.

A number of our faculty and graduate students have participated in writing related workshops offered across campus. I will continue to encourage this with the results of the ratings assessment providing motivation.

Section #7: Briefly, please describe the ways that the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (http://www.slo.umn):

With curriculum revisions and new course development, the ideas in our Undergraduate Writing Plan are used to support and guide these changes, along with targeting specific Student Learning Outcomes. The assignments in our courses were shown to meet our writing expectations and are the evidence of how the Student Learning Outcomes are achieved.
5. WEC Writing Plan Requests

Unit Name: Design, Housing, and Apparel

Financial Requests (requests cannot include faculty salary support) *drop-down choices will appear when cell next to "semester" is selected*

Total Financial Request: $24,752.00

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Cost</th>
<th>Semester 2</th>
<th>Spring 2014</th>
<th>Cost</th>
<th>Semester 3</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 WEC Graduate Assistants 20%</td>
<td>$11,851.00</td>
<td>2 WEC Graduate Assistant 20%</td>
<td>$11,851.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workshop with Multi-Lingual Specialist from the multilingual</td>
<td>$150.00</td>
<td>Honorarium for two 3 member panels to discuss professional writing</td>
<td>$900.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester 1 Total: $12,001.00  Semester 2 Total: $12,751.00  Semester 3 Total: $0.00

Rationale for costs and their schedule of distribution

Faculty have requested support to develop 5 minute writing curriculum that can be customized for each program (5); develop handouts and web content to present and make transparent writing abilities to undergraduates in each program (5); development of online writing assignments for Retail Merchandising and Graphic Design. The RAs would be supervised by the chair of the curriculum committee and work with each program director to develop appropriate materials. The RAs would be hired by DHA in order to begin work at the start of fall semester 2013. Intermediate goals will be established to achieve completion by the end of spring semester 2014. Success will have these materials available to faculty in each program, a paper and web version of writing

Service Requests *drop-down choices will appear when a cell in the "service" column is selected*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Qty</th>
<th>Semester 2</th>
<th>Qty</th>
<th>Semester 3</th>
<th>Qty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>1</td>
<td>Consultation</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description and rationale for services

Faculty have requested a workshop to support WEC efforts with multilingual students that focuses on commenting and grading efficiently. Individual programs may consult directly with WEC on specific needs.
<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Item</th>
<th>Cost</th>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester 4 Total: $0.00  
Semester 5 Total: $0.00  
Semester 6 Total: $0.00
Rationale for costs and their schedule of distribution:**

Faculty have requested support to develop 5 minute writing curriculum that can be customized for each program (5); develop handouts and web content to present and make transparent writing abilities to undergraduates in each program (5); development of online writing assignments for Retail Merchandising and Graphic Design. The RA would be supervised by the chair of the curriculum committee and work with each program director to develop appropriate materials. The RA would be hired by DHA in order to begin work at the start of fall semester 2013. Intermediate goals will be established to achieve completion of by the end of spring semester 2014. Success will have these materials available to faculty in each program, a paper and web version of writing abilities for each program, and 2-3 online writing assignments for RM and GDes by the end of May 2014. The Apparel Design and Graphic Design programs requested honorarium to support industry panels who would talk with students about writing in their professions. Students in the design disciplines often have more difficulty understanding the importance of writing in their fields, which require a high level of visual literacy.

** This addendum has been reproduced from the original Excel budget spreadsheet; not all text was visible in the version distributed to the CWB.
August 15, 2013

Elizabeth Bye  
Design, Housing, and Apparel  
University of Minnesota  
ebye@umn.edu

Dear Elizabeth,

I write to let you know that the Campus Writing Board (CWB) recently discussed the Writing Plan submitted by you on behalf of the Department of Design, Housing, and Apparel. The CWB was impressed with the initiatives outlined by the proposal; however, more information is needed in order for approval to be granted. See the following requests:

- Add the executive summary to the proposal.  
- Clarify the rationale for the panel, including information about who would attend and how it would be sustained for future use (E.g., would the session(s) be recorded so future groups of students could also benefit from this industry expertise?)  
- Revise the fiscal request for one 40% RA to a request for two 20% (or similar distribution) RAs.

This proposal has received “expedited review” which means that it does not need to be returned to the full CWB for review. Please send the updated plan to myself, and CC Pamela Flash. I will then let you know about the status of the updated proposal.

The decision whether to fund the project and at what level rests with the Vice Provost for Undergraduate Education, who has received the recommendation from the Campus Writing Board, and will notify you about funding.

Sincerely,

William K. Durfee  
Professor, Mechanical Engineering  
Chair, Campus Writing Board  
wkdurfee@umn.edu, 612-625-0099

CC: Suzanne Bardouche, Pamela Flash, Tim Gustafson, Jules Thompson
The Department of Design, Housing, and Apparel recently requested the following funding to support its Writing Enriched Curriculum:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>$11,851.00</td>
<td>WEC Graduate Assistant, 40%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>$ 150.00</td>
<td>Workshop with multi-lingual specialist</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>$11,851.00</td>
<td>WEC Graduate Assistant, 40%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>$ 900.00</td>
<td>Honorarium for two 3-member panels to discuss professional writing</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$24,752.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

The highlighted items will be approved by the Office of Undergraduate Education for a total of $24,602.00, contingent upon successful submission of an updated proposal (See the Decision Letter for more information regarding the proposal).

After an updated plan has been submitted and approved, another letter will be sent indicating final fiscal approval, and will provide instructions for the transfer of funds.

CC: Suzanne Bardouche, Will Durfee, Pamela Flash, Molly Bendzick, Jules Thomson, Tim Gustafson
The Department of Design, Housing, and Apparel recently requested the following funding to support its Writing Enriched Curriculum:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>$11,851.00</td>
<td>2 WEC Graduate Assistants, 20% each</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>$150.00</td>
<td>Workshop with multi-lingual specialist</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>$11,851.00</td>
<td>2 WEC Graduate Assistants, 20% each</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>$900.00</td>
<td>Honorarium for two 3-member panels to discuss professional writing</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$24,752.00</td>
<td></td>
</tr>
</tbody>
</table>

The highlighted items have been approved by the Office of Undergraduate Education for a total of $24,602.00. Please provide Pat Ferrian (ferri004@umn.edu) with your department’s EFS information so the funds may be transferred.

CC: Suzanne Bardouche, Will Durfee, Pamela Flash, Molly Bendzick, Jules Thompson, Tim Gustafson