



<http://www.csuci.edu/ira/index.htm>

Application
Instructionally Related Activities Funds Request
2009-2010 Academic Year
DEADLINE: Fall and Academic Year 3/15/09
Spring 10/15/10

Applications must first be sent to the appropriate program chair. Chairs will then recommend and route them to the Dean's Office for review and authorization. The Dean's Office will then forward them to the IRA Committee for consideration.

Activity Title: **The National Day on Writing**

Project Sponsor/Staff (Name/Phone): **CSUCI English Program: Stacey Anderson (x3291); and University Writing Center: Kathleen Klompier (x. 2762)**

Activity/Event Date(s): **October 20, 2009**

Date Funding Needed By: **June 2009**

****Please Note that for Fall Requests the earliest that you will be notified of funding availability will be early June 2008 and for Spring Requests early January 2009.**

Please check if any of the following apply to your IRA:

- | | |
|---|---|
| <input type="checkbox"/> Equipment Purchase | <input type="checkbox"/> Field Trip |
| <input checked="" type="checkbox"/> Event | <input type="checkbox"/> Participant data collection for public dissemination, i.e. interviews/surveys that result is a journal/poster session/newsletter |
| <input type="checkbox"/> IT Requirements | <input type="checkbox"/> Risk Management Consultation |
| <input type="checkbox"/> International Travel | <input type="checkbox"/> Late Submission (Passed Deadlines: Fall 3/15, Spring 10/15) |
| <input type="checkbox"/> Space/OPC Requirements | |
| <input type="checkbox"/> Infrastructure/Remodel | |
| <input type="checkbox"/> Other _____ | |

Previously Funded: ☐ YES ☒ NO Yes, Request # _____

Does your proposal require IRB (Institutional Review Board) approval: ☐ Yes ☒ No

Assessment submitted for previously Funded Activity: ☐ YES ☒ NO

Academic Program or Center Name and Budget Code: **Advising 829**

Date of Submission: **March 15, 2009**

Amount Requested: **\$350**

(Should match item 2. E. on page 4)

Estimated Number of Students Participating: **~200**

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Conditions and Considerations

Equipment Purchase-If requesting large equipment, Project Sponsor must show proof of correspondence with OPC Administration. In addition, all other purchases must follow Procurement Guidelines

Events-Attach copy of Events and Facilities Use Request Form (Public Folders-Events & Facilities folder) Consider time frame for set-up and take down.

Participant Data Collection for Public Dissemination-If Project Sponsor proposes to conduct research with human participants then it may be subject to IRB (Institutional Review Board for the Protection of Human Subjects) review. It is the Project Sponsor's responsibility to inquire with the IRB prior to IRA application submission to determine if the project is exempt from IRB review so that funding is not delayed. Please indicate on the cover page if your project is exempt from IRB review.

Field Trip-If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).

IT Requirements-Requires proof of correspondence and approval from IT Administration

International Travel-Requires International Travel application be submitted to Center for International Affairs.

Risk Management Consultation-Requires proof of correspondence with Risk Management.

Space/OPC Requirements, Infrastructure/Remodel-Requires proof of correspondence with OPC Administration .

Late Submission (Deadlines: Fall 3/14, Spring 10/15)-Requires explanation for emergency funding.

Fiscal Management: Project Sponsor's program will be responsible for all costs incurred over and above what is funded through the IRA award and will be responsible for seeing that any revenue that is intended to offset the amount of the IRA award is transferred accordingly.

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Requirements and Signatures

Please provide the following in your application:

1. **Brief Activity Description.** Describe the activity and its relationship to the educational objectives of the students' program or major.
2. **Relation to IRA to Course Offerings.** All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses. Please list all classes that relate to the program proposed.
3. **Activity Assessment.** Describe the assessment process and measures that the program will use to determine if it has attained its educational goals. **Please note a report will be due at the end of the semester.**
4. **Activity Budget.** Please enclose a complete detailed budget of the entire Activity **bold** specific items of requested IRA funding. (Page 4)
5. **Sources of Activity Support.** Please list the other sources of funding, and additional support for the activity.
7. **Acknowledgment.** Project Sponsor and Program Chair acknowledge that they have reviewed and accepted the Conditions and Considerations detailed on page 2.

Signatures and Dates

Stacey Anderson & Karen Kemp

3/15/09

Project Sponsor

Date

Sue Saunders

Program Chair/Director

3/16/09

Date

Al Varigan

Dean

3/17/09

Date

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ACTIVITY BUDGET FOR **2009-2010**

1. Operating Expense Budget

A. Supplies	<u>\$350</u>
B. Vendor Printing	<u></u>
C. In-State Travel	<u></u>
D. Out-of-State Travel	<u></u>
E. Equipment Rental	<u></u>
F. Equipment Purchase	<u></u>
G. Contracts/Independent Contractors	<u></u>
H. Honorarium	<u></u>
I. OPC Chargeback	<u></u>
J. Copier Chargeback	<u></u>
K. Other (Please Specify)	<u></u>
 TOTAL Expenses	 <u></u>

2. Revenue

A. Course Fees	<u></u>
B. Ticket Sales	<u></u>
C. Out of Pocket Student Fees (exclusive of course fees)	<u></u>
D. Additional Sources of funding (Please specify And indicate source)	<u></u>
E. Requested Allocation from IRA	\$350
 Total Revenue	 <u>\$350</u>

The National Day on Writing: October 20, 2009

Every member of the CSU Channel Islands community, from the manager of Islands Café to President Rush himself, can testify to the essential role that writing plays in our everyday lives. This is especially true for CSUCI students. From simple emails and text messages, to blogs and wikis, to the more traditional exams and essays in every discipline, writing has become crucial to the academic, professional, and personal lives of each student. Yet many of our students doubt their abilities as writers and are even hesitant to identify themselves as such. It is our hope that celebrating the first annual National Day on Writing on the CSUCI campus will help raise awareness of and appreciation for writing among our students and, in turn, help them develop stronger, more confident identities as writers.

The National Council of Teachers of English (NCTE) has established October 20, 2009 as the National Day on Writing in an effort to draw attention to the myriad ways in which writing has become "integral" to "daily life in the 21st Century." NCTE is encouraging campuses across the country to participate in hopes of drawing "attention to the remarkable variety of writing we engage in and help make writers from all walks of life aware of their craft." The organization is soliciting submissions for a National Gallery of Writing that will showcase every form of writing imaginable, including PowerPoints, blogs, memos, poetry, and even instructions.

We propose creating our own Gallery of Writing here on the CSU Channel Islands campus that will allow us to learn more about all the kinds of writing produced at CSUCI and help us gain insight into how writing shapes and forms our community. All members of the campus community—staff, students, administration, faculty, community partners, and so forth—will be invited to provide submissions to the CSUCI Gallery of Writing. Students from across the disciplines will obtain a deeper understanding of the role that writing plays in every aspect of university life—that it is the thread that unifies us as a community and keeps us moving towards our individual and collective goals.

The gallery will be unveiled on the National Day on Writing on Tuesday, October 20, 2009 in Broome Library. It will remain on display for several weeks so that it can continue to serve as a teaching and outreach tool. After that time, the materials will be relocated to the University Writing Center and the adjacent Composition Classroom, located upstairs in the library, where they will continue to inform the teaching and tutoring that take place in those spaces.

Submissions will be gathered both electronically and via a box that will be placed in the library for two months prior to the unveiling on October 20. Submitted writings will be scanned and incorporated into educational posters, or in some cases showcased in their original condition. These samples of campus writing will be accompanied by a variety of resource materials provided by NCTE and other such organizations that will help dispel commonly held myths about writing and reinforce the values that we, as faculty in the CSUCI Composition Program and University Writing Center, know are essential to helping students develop confidence as writers. Sample materials are attached to this proposal.

While all students stand to benefit from this event, it will be especially beneficial to students in our first-year writing courses (English 102, 103, 105, and 106) and to all students who visit the writing center. Instructors in the composition program will be able to incorporate the gallery into their teaching in a variety of ways, including in-class activities and discussions and both formal and informal writing assignments. The gallery will make tangible many of the learning outcomes of these courses, including the fact that writing

is inherently a collaborative, recursive process and that all writing is rewriting. For this reason, it will also serve as an invaluable teaching tool for students enrolled in the writing center's tutor training course (English 399: Issues in Tutoring Writing).

Broome Library is an ideal location for displaying the gallery, as it houses both the University Writing Center as well as the Composition Classroom, where most first-year writing classes are taught. Such a location also underscores the longstanding and increasingly productive collaboration among the library, the writing center, and the writing program in helping students succeed in first-year composition courses.

A variety of metrics will be applied to determine whether this activity has achieved its educational goals. Students in composition courses will complete the IRA evaluation form as well as a separate form tailored to garner their feedback on the display and how it helped enhance their understanding of the writing process. Faculty will also be asked to provide such feedback on how the display helped them reach their students. The holistic scoring process that the writing program uses to assess students' writing portfolios at the end of the semester will also serve as an indicator of success, especially when evaluating those papers that emerge from assignments that incorporate the materials displayed in the gallery.

The expenses for the CSUCI Gallery of Writing will be nominal. We will rely primarily on the volunteer efforts of faculty and writing center tutors in gathering submissions and designing the display. Tom Emens from Information Technology Services will help us print the posters as long as we reimburse the cost of ink. **\$350** will enable us to purchase all of the supplies necessary to produce a sophisticated display that will be of enduring value to our campus community as a whole as well as to students who come through the first-year writing program and the University Writing Center for years to come.

<http://www.ncte.org/action/dayonwriting>

The National Day on Writing

The National Gallery of Writing



October 20, 2009

<http://www.ncte.org/action/dayonwriting>

Americans are writing like never before—through text messages and IMs, with video cameras and cell phones, and, yes, even with traditional pen and paper. Whether it is done in a notebook or on a blog, writing, in its many forms, has become daily practice for millions of Americans. The National Council of Teachers of English invites you to explore and celebrate the integral role writing has in each of our lives by participating in the National Day on Writing/National Gallery of Writing.

Who can participate?

Everyone! NCTE invites everyone to play an active role in this celebration of writing. We encourage participants from many sectors—students, teachers, parents, grandparents, service and industrial workers, managers, business owners, legislators, retirees, and many more to submit a piece of writing.

What types of writing will be accepted?

We welcome composition in all of its forms, from textual to audio and video pieces. The only criteria is that it is a piece that matters to you. Among the entry types you can submit are:

- Letter
- Email or text message
- Journal entry
- Report
- Electronic presentation
- Blog post
- Documentary clip
- Poetry reading
- “How to” directions
- Short story
- Memo

Where will I submit my writing?

NCTE, along with our participation partners, will unveil an online National Gallery of Writing that will feature different types of composition. Writers will be able to submit pieces to the gallery website beginning in Spring 2009. The gallery will be a digital archive accessible to all through a free, searchable website. Writers will include with their piece a brief introduction and the reason they selected and submitted it to the gallery.



A Professional Association of Educators in English Studies, Literacy, and Language Arts

National Council of Teachers of English

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Web: www.ncte.org

10 Myths about Learning to Write

from the National Council of Teachers of English

Do you have fond memories of learning to write? Most people would say "No!" They'd probably add, "Writing was hard—I never got it right!"

Learning to write IS difficult. But sometimes people get discouraged for the wrong reasons. They fall into the trap of believing things about writing that just aren't true.

Members of the National Council of Teachers of English want to set the record straight with this list of myths about learning to write.

1. *Kids hate to write.*

It's sad but true that some kids come to hate writing through bad experiences. Yet no one is born hating to write. For instance, kids love to tell stories—their own stories—from events at school, other kids, TV, daydreams, and more. When kids begin by writing their own stories, they learn to love to write.

2. *Real writers get it right the first time.*

Most of us can't even write a grocery list without making some changes. Even famous authors, poets, and journalists have to produce a few rough drafts before arriving at their best work. The important thing is to keep writing until you've said what you mean.

3. *Kids have nothing interesting to say.*

Are you kidding? Anyone who's spent any time around kids knows they're full of lively and unique ideas about the world around them. And they always seem to find things to tell their friends. If we just give kids chances to write down their ideas, we'll be amazed with what they come up with.

4. *You have to know what you are going to say before you begin writing.*

The funny thing about writing is that it actually helps you think. Many writers don't discover exactly what they're trying to say until after they've written for pages. Writing not only helps kids think deeply, but it helps them find out what they already know—not just in English class but in everything from math to biology to music.

5. *If you can't spell, you can't write.*

Oh, yes you can! Good writers first write all their thoughts and ideas. Then they revise, revise, revise until they're satisfied they've said what they want to say. Then—and only then—is it time to edit for spelling and other rules such as capitalization, punctuation, and word usage.

6. *Writing is built one sentence at a time.*

Writing is made up of words and sentences but it's actually written first as chunks of ideas. Kids don't need to master the sentence before they go on to the paragraph. They just need to start writing any way they can—revising is for later.

7. *Only great writers can be creative.*

Baloney! Different types of writing—including creative writing like poems and plays—have different challenges, but there's no law that says kids have to learn one type first. What's important is that kids choose the best type of writing for what they want to say—whether a poem, a letter, or a report.

8. *Good writers work alone.*

There's probably a good writer somewhere who likes to write in a quiet closet. But most writers today are people who work in busy offices or classrooms, and who write with frequent input from their coworkers and peers. Young writers learn even more when they are part of a "community" of others—sharing ideas, asking questions, and revising their writing.

9. You can spot a good writer at a glance.

There is no gene for writing! Good writers don't all look the same, they don't all learn the same, and they don't all use the same methods. Some writers jot a lot of notes before starting to write; others jump right in; some writers outline; some doodle in the margins while they think; some write best to music; some write best sitting under a tree. The point is that all writers are individuals and need to discover what works best for them.

10. Poor marks make good writers.

A student paper dripping with blood-red marks on every line does not a better writer make. Kids do learn best when they get feedback, but harsh grading isn't the answer. Writers improve by first learning what parts they wrote well and then focusing on what parts still need work.