

## **Interested in Transforming a Course to Integrate more Writing and/or Speaking Assignments and Promote Student Learning?**

Please apply to become a part of the **Writing and Speaking Faculty Learning Community (FLC)**

**FLC Description:** Faculty Learning Communities (FLCs) are cross-disciplinary groups of 4-6 faculty from different departments, programs and schools, meeting to enhance integrative ways of thinking and learning at HSU. Participation in a FLC is voluntary, formative and all FLC discussions are confidential. The goals of FLCs at HSU are as follows:

- build University-wide community through teaching and learning, thus creating a culture of engaged teaching & learning
- improve effectiveness and enjoyment of teaching and learning
- research teaching and learning based upon theory, evidence, practice and outcomes
- encourage scholarly teaching and the scholarship of teaching and its application to student learning
- increase faculty collaboration across disciplines
- increase the rewards for and prestige of teaching that leads to excellence in student learning and in the scholarship of teaching & learning
- create an awareness of the complexity of teaching and learning and that good teaching requires sustained effort, experimentation, application, good means of assessment, and career-long professional development in both the content of one's discipline and in teaching that discipline.

**Writing and Speaking FLC Description:** In this FLC, faculty will investigate how to integrate formal and informal writing and/or speaking exercises into a chosen course. Each FLC member will receive a complimentary book and resources and will meet for an hour over lunch (also complimentary) on a regular basis.

### **FLC Guidelines**

Each member of a FLC agrees to the following:

- Participate in FLC meetings and events and share one's focus course syllabus with FLC members
- Transform one course based on FLC participation
- Share their work at a public poster session on campus near the end of the Spring 2009 semester as a Scholarship of Teaching and Learning opportunity. Posters will be produced by the FLC members.
- Prepare a one-page final report on one's membership in the FLC (due to FD Coordinator by May 15, 2009).

In order to join a FLC, a faculty member will submit a brief proposal to Tasha Souza (tjs16) by May 10th that includes the following:

- Explanation of why one wants to be a member of this particular FLC

- Selection of a focus course to revise, or to teach for the first time, based upon one's work with the FLC
- Brief description of one's most significant concerns about teaching and learning (as it relates to this FLC)

### **Operation and Outcomes**

- The Faculty Development Coordinator will coordinate the formation and the logistics for the FLC
- FLC participants will each receive a letter of recognition in Summer 2008 for their work on the FLC, with a copy sent to his/her chairperson(s) and dean(s).
- The FLC as a whole, or individuals members, are also encouraged to consider disseminating their work in additional ways such as, but not limited to, the following:
  - Creating a FLC web site for its work that is shared with the campus
  - Publishing in a SoTL journal
  - Conducting presentations or workshops for departments
  - Giving a presentation at a regional or national conference