

SUBSTANTIVE STATEMENT OF NEED

I. Degree Program Description

The Bachelor of Arts in Writing Studies will prepare graduates to communicate effectively, think critically and creatively, and demonstrate proficiency with technology integral to the profession. The major will employ traditional teaching methodologies as well as innovative approaches to teaching that employ a variety of learning styles in individual and group environments. Writing Studies will prepare students to be verbally and visually literate in a manner that supports and encourages their growth as learners, citizens, and professionals. Where UW Tacoma already provides opportunities for writing study in its Communication concentration with an emphasis on mass media communication and nonfiction video production, the Writing Studies major will be unique in offering opportunities for focused study of: literary and popular forms of creative writing; organizational communications; written and visual rhetoric; discourse communities and the social contexts for literacies; and, technical writing for industry and the sciences.

II. Relationship to Institutional Role, Mission, Program Priorities

Institutional Mission:

Established in 1990, UW Tacoma opened its doors to providing high-quality undergraduate and graduate education for residents of the South Sound. Integral to its establishment, “UW Tacoma is dedicated to interdisciplinary and innovative teaching and scholarship and to engaging the community in mutually beneficial partnerships.”¹

The proposed Writing Studies major reflects directly the institutional role and mission of UW Tacoma by engaging minds through creative, rigorous and interdisciplinary approaches to teaching and scholarship.²

The Writing Studies major will increase the currently limited number of student opportunities to seek degrees within the Humanities at UWT and provide further access to a university education for residents primarily of the South Puget Sound.

Writing Studies will also fit well with UW Tacoma traditions within higher education while pioneering highly effective, nontraditional approaches to implementing its mission through the interdisciplinary emphasis of its curriculum. Writing Studies will seek to create readily employable, highly qualified graduates needed to fill positions of high demand in large and small companies throughout the South Sound and the surrounding greater metropolitan region in such areas as organizational communications, corporate public relations, grant writing, technical writing and editing, literary print and online publishing, print and online information design and development, document design, and more.

¹ “UWT Mission Statement” <<http://www.tacoma.washington.edu/chancellor/mission.html>>

Consistent with UW Tacoma's commitment to excellence, the program will place a high value on quality teaching and learning in a setting that supports the needs and diversity of its undergraduate students.. Important to the major will be its commitment to diversity through nurturing a campus community where similarities and differences are acknowledged and respected.

Writing Studies will also serve the important curricular needs for writing instruction at all levels. Faculty of the Writing Studies major will contribute to writing instruction in the General Education Program and to Interdisciplinary Arts and Sciences' writing classes for juniors and seniors across University programs. The Writing Studies faculty will provide additional campus leadership, pedagogical guidance, and curricular advising with respect to the development of writing across the curriculum. Faculty will also foster a vibrant environment for cultural and literary expression and oversee students who produce the campus literary journal, *Tahoma West*.

This major will also provide an intellectual, theoretical, and practical foundation in the Humanities upon which the University can build future programs in the creative and liberal arts that meet the needs of students and the community. In this manner, the program will contribute to the cultural development of a growing, vibrant, and culturally-diverse South Sound by providing instructional excellence, life-long learning options, and community offerings in the form of public readings, lectures, and community-oriented writing workshops.

In serving professional and community needs, Writing Studies will act as a catalyst for community development, enriching cultural life, inspiring educational achievement, and serving as a powerful resource for varied segments of the community, including K-12 education and the arts. The program will enhance UW Tacoma's reputation as a center and resource for innovative thought and engagement with the Humanities with the community, the region, and beyond.

Lastly, Writing Studies has the ability to be functioning and contributing to an expanded array of University offerings by Winter Quarter 2008. The proposed major will make use of a large number of existing classes in writing and interdisciplinary study as it builds new and innovative offerings for the program's future. Three tenure-track faculty and a full-time lecturer with expertise in Writing Studies would be able to begin offering classes while awaiting the appointment of additional faculty and adjunct professors necessary to the implementation of the major and the campus's growing need for writing instruction.

III. Demand

A. Student

The UW Tacoma campus has worked steadily in recent years to create class offerings and to hire several faculty members with expertise in Writing Studies. Presently, two tenured and one tenure-track faculty members serve the curricular need for writing instruction for the entire University. This limited number of faculty teach writing from UW Tacoma's programs in General Education serving new freshman and sophomore students to transfer and continuing juniors and seniors from area community colleges. Additional part-time faculty members with writing expertise regularly contribute to campus writing needs but the number

of classes offered by the writing faculty and contributing adjuncts still falls short of both need and demand, especially with the contribution of writing faculty in the new General Education Program. On campus as a whole, the number of writing-oriented sections of all types offered from the freshman to the senior level is not enough to meet present need and demand, nor anticipated future need and demand, for writing instruction every quarter.

Community Colleges within the region (Tacoma Community College, Pierce College Puyallup, Pierce College Fort Steilacoom, Green River Community College, South Puget Sound Community College, Highline Community College, and Olympic College) already offer classes and developed programs in Creative and Expository writing. As UW Tacoma recruits students primarily from these institutions, a Writing Studies major would provide opportunities for transfer students to continue to take classes in these areas and prepare them for careers in writing and editing regionally and statewide in order to meet the increasing demand for such professionals.

The UW Tacoma campus today serves roughly 2,800 students. As the university continues to expand, instructional need for writing must also keep pace. The Writing Studies major will need to meet this regularly increasing demand across all programs for writing instruction.

In the area of creative writing classes alone, the Creative Writing Program within the English Department at UW Seattle provides comparative data concerning student demand for classes in the creative arts where students learn and hone language and editing skills applicable across writing fields. Since 2002, the UW Seattle Creative Writing Program has increased by 82%, from 88 students to 160. Across all UW Seattle English Department programs, Creative Writing represents the greatest increase in student demand.³ At UW Tacoma, the interdisciplinary Writing Studies major will enroll in its creative-focused classes a comparable ratio of students to university size in addition to classes in professional and technical writing and editing.

B. Workforce

Career paths for graduates of writing studies are numerous and diverse with demand for such skills expected to rise regularly throughout the next decade and beyond. Richard Florida, Professor of Business and Creativity at the University of Toronto's Rotman School of Management and author of *The Rise of the Creative Class*, argues that we are presently experiencing a profound shift from the Information Age to one where creativity and creative services become the dominant influence on economic growth.⁴ He cites the development of a Creative Core of professionals that will include “scientists and engineers, university professors, poets and novelists, artists, entertainers, actors, designers and architects nonfiction writers, editors, cultural figures, think-tank researchers, analysts, and other opinion-makers.”⁵ An additional Creative Class will include workers in “knowledge-intensive industries such as high-tech sectors, financial services, the legal and health professions, and business management. These people engage in creative problem solving,

³ UW-Seattle English Department Enrollment Data

⁴ Florida, Richard. *The Rise of the Creative Class and How It's Transforming Work, Leisure, Community, and Everyday Life*. New York: Basic Books, 2002. p. ix.

⁵ Ibid. p.69

drawing on complex bodies of knowledge to solve specific problems.”⁶ To prepare for this future that is already upon us, Florida argues for the training of prospective talent able to excel in these creative environments and globally competitive economies.

Daniel H. Pink concurs with Florida’s assessment in his latest book, *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. For Pink, this Conceptual Age will be dominated by a form of right-brain thinking he calls, “high concept.”⁷ Pink, as with Florida, argues that profound changes have taken place in the global economy that have created conditions in which high concept will be a talent of high value. He also argues that the cultivation of such creativity has been neglected and undervalued by our American educational system. To prepare students for this Conceptual Age, they must cultivate creative thinking skills, “underemphasized in the Information Age.”⁸ “It is a form of thinking and an attitude of life,” argues Pink, “that is characteristic of the right hemisphere of the brain—simultaneous, metaphorical, aesthetic, contextual, synthetic.”⁹

Florida cites the Seattle metropolitan area as a key region in this future Conceptual Age economy. U.S. Department of Labor statistics support Florida’s predictions. According to the Department of Labor, writing-based careers in our region are presently in need of workers, and future demand is expected to rise continually. It might seem surprising to learn that technical writing ranks among the top ten fastest growing occupations in Washington State through 2014.¹⁰ Graduates with expertise in understanding discourse communities and the social contexts for literacies along with skills in writing, editing, rhetorical analysis, technical editing and technical writing will find employment in such fields as organizational communications; law; corporate public relations; grant writing; nonprofit management; computer and peripheral equipment manufacturing; securities and commodity contracts intermediation; teaching; literary periodical and directory publishing; business and related professional employment; labor and political organizing; online information development and editing; and, college and university relations. A Writing Studies major would foster creative thinking, a theoretical understanding of discourse analysis, and provide writing skills that would prepare students in many ways for these present and growing career opportunities in our region.

While students of a Writing Studies Program will find employment in a variety of high demand occupations, technical writers represent one of the most sought after occupations in the state and a need also exists for those with editing skills. According to Dave Wallace, an economic analyst for *Workforce Explorer Washington*, a publication of the Washington State Employment Security Department that provides labor market and economic analysis, “The technical writer occupation is one of the top occupations statewide in terms of growth and

⁶ Ibid

⁷ Pink, Daniel H. *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead, 2005. p. 2.

⁸ Ibid. p.26

⁹ Ibid. p.26

¹⁰ “Fastest Growing Occupations” [Search: Washington State]. *CareerOneStop: Pathways to Career Success* [Sponsored by the U.S. Department of Labor] <<http://www.acinet.org/acinet/oview1.asp?next=oview1&level=Overall&optstatus=&id=1&nodeid=3&soccode=&stfips=53&jobfam=&showall=>>>.

projected demand.”¹¹ Wallace cites the current number of positions in this field statewide in 2002 at 3034 and predicts by 2012 that 3989 positions will exist, a 2.6% increase in demand per year or roughly 202-235 openings.¹² “The quickening pace of scientific and technological discoveries,” notes Wallace, “will play a role in the outlook for technical writers in the next ten years.” Within the Seattle metropolitan area alone, employment reached 1360 positions, a number comparable to the San Jose metropolitan area at 1370 positions.¹³ Seattle and San Jose represented the greatest national concentration and need for technical writing positions. Furthermore, according to statistics provided by the U.S. Department of Labor for 2007, within the Seattle metropolitan region there also exist a high concentration and need for professional editors to fill positions in regional industries and corporations. Across these fields, employment in the Seattle region reached 1250 positions.¹⁴

These numbers demonstrate how across a variety of fields where professional writing and editing skills figure prominently, there exists a high demand and future need for graduates with such skills and creative abilities. A Writing Studies major, which provides tools to critically assess and appropriately respond across a range of rhetorical situations, would prepare graduates to fill this growing need locally and statewide and prepare students for the Conceptual Age where those with creative thinking skills will be in high demand.

C. Community

Traditionally, campus programs in writing have played major roles in community development and cultural enrichment. The UW Tacoma Writing Studies program will serve the Tacoma and South Sound community in a similar fashion and meet UW Tacoma’s vision to be the “hub of a vibrant community” and an “urban campus focusing on local, regional, national and international issues” that plays a major role in “fueling the revitalization of downtown Tacoma.”¹⁵

In recent years, the City of Tacoma has become an emergent arts community. The city boasts classical music groups, theatre, an opera company and the Broadway Center for the Performing Arts. In addition and within walking distance to the UW Tacoma campus, several world-class museums including the internationally-recognized Museum of Glass, the Tacoma Art Museum, and the Washington State History Museum call Tacoma their home. The Writing Studies faculty and students would actively welcome the already standing invitations for collaboration and further contribute to this emergent scene.

¹¹ Wallace, Dave. “Technical Writers Write Their Own Career Ticket.” *Workforce Explorer Washington*. Washington State Employment Security Department. July 29, 2004. <<http://www.workforceexplorer.com/article.asp?ARTICLEID=2975&title=Technical>>.

¹² Ibid.

¹³ U.S. Department of Labor. Bureau of Labor Statistics. Occupational and Employment Statistics. “Technical Writers” <<http://stats.bls.gov/oes/current/oes273042.htm>>.

¹⁴ U.S. Department of Labor. Bureau of Labor Statistics. Occupational and Employment Statistics. “Editors” [including technical editors] <<http://stats.bls.gov/oes/current/oes273041.htm>>.

¹⁵ “UWT Mission Statement.”

As an example of community support for the arts with the greater metropolitan region, in the fall of 2006, the UW Seattle Program in Creative Writing received a \$15 million bequest from the S. Wilson and Grace M. Pollock Foundation to support graduate students and faculty in creative writing. While UW Tacoma will serve an undergraduate population, this recent bequest exemplifies the kind of support universities are capable of receiving for programs in the arts and writing.

Clearly, the Tacoma and South Sound community need a writing program that will both offer cultural enrichment and prepare students for high demand positions in the local economy. This past summer celebrated the groundbreaking for the new William W. Philip Hall, sponsored in part with a \$2 million dollar gift from James A. Milgard and a \$500,000 pledge from the Gary E. Milgard Family Foundation. The new Hall will serve as a “center of civic and cultural life at UW Tacoma, hosting academic talks, banquets, student activities, conferences, and community events.”¹⁶ Along with other new and established programs, the Writing Studies program will play a lead role in hosting community events and sponsoring academic talks and student activities in keeping with the Hall’s vision.

IV. Relationship to other institutions

Local public and private institutions

No university within the region or the state has a program of interdisciplinary Writing Studies. However, several universities and independent institutions offer discipline-based study in English with a focus in either Creative Writing, Composition, Rhetoric, or Technical Writing. This English-major model is most typical of such programs and its discipline-based approach differs in many ways from the proposed interdisciplinary writing curriculum (Form 4). The proposed Writing Studies major will at times appear similar to an English major with some class offerings but will have a foundational approach that is fundamentally different in scope and aim given the resources and unique structure of the University of Washington Tacoma.

The writing curriculum of these English programs within the State reflects a largely department-specific focus where course-work is typically fulfilled from offerings provided by the respective department. The English Departments of the University of Washington Seattle and Seattle Pacific University have such major and minor programs configured in this fashion. In the South Sound, the University of Puget Sound and Pacific Lutheran University also offer classes and foci in Creative Writing and/or Rhetoric within their respective English Department offerings. Evergreen College offers study in Creative Writing and Rhetoric as well; however, similar to the proposed program in some respects and different to the above mentioned programs, is Evergreen’s interdisciplinary and team-teaching emphasis.

The proposed interdisciplinary approach to Writing Studies at UW Tacoma would provide a unique program that builds upon the successes of traditional programs while also offering more options for interdisciplinary study beyond the typical English model. The proposed program will also have Professional and Technical Writing components that emphasize writing for industry

¹⁶ Danseco, Jill Carnell. “Milgard gift names new assembly hall for Philip.” UWT Press Release. July 20, 2007 <http://www.tacoma.washington.edu/news/2007_0720.cfm>.

and corporate settings to prepare students for career pathways of high demand within the region and state. The Writing Studies major with its interdisciplinary emphasis and foundational core classes will be unlike any other program in the region or the state and resemble few programs nationwide, making such a program innovative and a pioneer of new writing curricula.

An interdisciplinary approach would make UW Tacoma's Writing Studies major unique within and beyond the region as it:

- Demonstrates the analytical and interpretive study of texts important to writers that can be found in texts within and outside of traditional disciplinary boundaries and conceptions.
- Emphasizes creative and professional writers should have a global context that informs not only their writing but an understanding of diverse cultures, languages, regions, nationalities, and histories.
- Recognizes that an understanding of writing aesthetics can be enriched by the practice of a discipline in the arts other than creative writing.
- Believes that an understanding of the natural world and the environment is essential to a writer's core learning beyond coursework in the humanities.
- Understands students will be enriched by learning how creative thinking and practical writing skill can be applied to careers in many fields.

Collaboration with institutions, businesses, and community organizations

Student participation campus wide remains constrained by limited options for service learning and/or internship positions. However, some students at UW Tacoma are able to take advantage of the few service learning and/or internships available locally within their fields of study. As the university grows and develops such programs and services, students in a Writing Studies major would likely benefit greatly from opportunities to work with institutions, businesses, and community organizations within the South Sound.

While opportunities for service learning and internships in the South Sound for UW Tacoma students are limited, students in creative writing classes have worked by invitation on several occasions with the Museum of Glass and its collection that resulted in a public reading of student creative pieces at the Museum. Students have also been invited to work in the future with the Tacoma Museum of Art. Given the statistics reflecting a high regional demand in professional fields for students with writing and editing skills, future opportunities within the South Sound should grow.

V. Relationship to HECB Master Plan; State and Regional Needs Assessment

The Writing Studies Program meets the HECB policies and goals for higher education as articulated in UW Tacoma's 2707 Study, *Report on the Future of the University of Washington Tacoma*, and the *Strategic Master Plan for Higher Education* in the following ways:

- The program will meet UW Tacoma's mandate to expand its range of program offerings to provide sufficient opportunities for South Sound freshman and community college transfer students.
- The program will contribute to the expected and normal maturation of a young campus into a university that supports innovative programs emphasizing interdisciplinary study.

- The program will fulfill the major goals outlined in UW Tacoma’s 2707 Study, *Report on the Future of the University of Washington Tacoma*¹⁷ to:
 - “[M]ake courses of study in IAS more attractive to prospective students by introducing new IAS majors” (*Report* vii).
 - Create opportunities that “Draw on the resources of the community, for political and financial support,” especially with regard to opportunities for the community to establishing endowments for guest lecturers, professorships, and future academic buildings (*Report* 2).
 - Implement “a wider array of academic options, options that are attractive to residents of the South Sound and that fit with their career plans and life plans” (*Report* 20).

- The program will fulfill the HECB policies and goals for higher education and/or 2004 *Strategic Master Plan*¹⁸ to:
 - Produce job-ready graduates able to meet the challenges of a diverse workplace that necessitate not only a facility with technology but the ability to communicate clearly with both written and verbal skill across cultures in a regional, national, and global context.
 - Foster creative and critical thinking in an interdisciplinary context that may help to “find new ways to analyze and solve problems affecting issues of transportation, health care, the environment and social services” (*Master Plan* 3).
 - Meet the needs of non-traditional students who need education, training and/or retraining to meet “the state’s economic needs and development” (*Master Plan* 45)

¹⁷ Olswang, Steven G. *Report on the Future of the University of Washington Tacoma* [2707 Study]. October 8, 2004. <http://www.tacoma.washington.edu/uwtfuture/2707_Study_Report_Olswang.pdf>.

¹⁸ Washington Higher Education Coordinating Board. *2004 Strategic Master Plan for Higher Education*. July 22, 2004. <<http://www.hecb.wa.gov/docs/mp2004/2004StrategicMasterPlan.pdf>>.

VI. Curriculum

Prerequisite Courses (5 credits)		
Course Number	Course Title	Credits
TCORE 100s (Fall Offerings)	First Year Core Curriculum	5 composition
Or transfer equivalent of Undergraduate Composition Writing (5 credits)		
		Total Credits: 5

Program Major Requirements (65 credits) (see attached for course titles)		
Students must complete a minimum of 180 credits to graduate, 45 credits of which must be upper division.		
Foundational Core & Capstone (20 credits)		
Course Number	Course Title	Credits
TWRI 200	The Creative Process across the Disciplines	5
TWRI 240 or TWRI 250	Introduction to Creative Writing or Introduction to Written and Visual Rhetoric	5
Variable Prefix (Examples from list below: TCXG 336, TCXG 390, TCXG 391, TCXG 402, TCXG 403, TCXG 482, TCOM 348, TCOM 351)	Interdisciplinary Craft: Variable Subjects	5
TWRI 499	Writing Studies Capstone (to be taken after fulfilling Option A or Option B below)	5
		Total: 20 credits
Advanced Aesthetics and Professional Craft (10 credits) (classes to be taken after Foundational Core)		
Students have the option for advanced study of Creative, Professional, or Technical writing. Students can choose from three options (A, B, C):		
Option A: Creative Writing (10 Credits)		
Option B: Professional Writing (10 credits)		
Option C: Technical Writing (10 credits)		
Course Number	Course Title	Credits
TCXG 341; TCXG 373; TCXG 381; TWRI 384; TWRI 475; TWRI 481; TWRI 484; TWRI 485 Studies in Creative Writing: (Variable Focus)	Option A: Creative Writing (Students enrolling in Advanced [400-level] Creative Writing Classes must first complete one 300-level class in that genre)	5 -10
TCXG 465; TWRI 390; TCXG 380; TMGMT 316; BUS 310; TCSIUS 451; TNURS 350	Option B: Professional Writing	5-10
TWRI 350; TWRI 360; TWRI 370; TWRI 460; TMGMT 316; TBUS 310	Option C: Technical Writing (Students must take either TWRI 350, TWRI 360 or TWRI 370)	5-10
		Total Credits: 10

Interdisciplinary Study (25 credits)

These credits build subject matter expertise within and across fields and disciplines.

- Of these 25 credits, 15 credits must come from one subject area, the remaining 10 credits from other subject areas.
- For Creative Writing Track students, 10-15 credits of the 25 credit total must be taken in literature. Creative Writing Track students are strongly advised to use additional elective credits (see below) toward building a strong literary base.
- For all Writing Studies students no more than 10 credits may be applied from 200 level classes to meet the Interdisciplinary Study requirement. Credits filling one requirement may not be used toward the fulfillment of another requirement.

Areas:

Cultural Expressions (TCXG, TCXIN, TCXUS)

Communities and Social Institutions (TCSIG, TCSIIN, TCSIUS)

Ideas, Beliefs, and Cultural Patterns (TIBCG, TIBCIN, TIBCUS)

Communication (TCOM)

Environmental Science and Environmental Studies (TESC, TEST)

Quantitative Skills (TQS)

Psychology (TPSYCH)

States and Markets (TSMG, TSMIN, TSMUS)

Urban Studies (TURB)

Computing and Software Systems (TCSS)

(cont. next page)

Applied Computing (TINST)

Business and Related Professions (TACCT, TBGEN, TBUS, TFIN, TIS, TMGMT, TMKTG)

Nursing (TNURS)

Social Work (TSOCWF)

Total Credits: 25

Language or International Focus (5 credits)

(Language requirement beyond credits applied for admission to UWT)

Course Number	Course Title	Credits
Language Offerings Variable Prefix (100, 200, or 300-level applicable). Students that qualify are encouraged to take TCXG 303 Intensive Spanish: Practical Writing Skills	Option One: Students take a class in a language other than English. Students who take more than 5 credits of language may apply the credits toward fulfilling the (25 credits) Interdisciplinary Study requirement noted above or to electives necessary toward fulfilling the degree.	5
TSMIN 200, TGH 301, or similar IN , TGH, TSMIN, or TXIN with an international focus	Option Two: Students take a class focusing on an issue in a global context other than primarily American in focus.	5

Total Credits: 5

Natural World/Science/Environmental Science (5 credits)

This credit can be filled with a science/environmental studies class (5 credits) beyond the General Education minimum.

Total Credit: 5

TOTAL MAJOR CREDITS: 65

Recommended Electives: Students are recommended to take **25** additional elective credits in fulfillment of the **180** required credits needed for graduation. Students majoring in Writing Studies might best use these credits for additional classes in Interdisciplinary Study or for advanced study of writing or the arts in a studio or workshop setting.

Writing Studies Course Titles

Foundational Core & Capstone (for **Interdisciplinary Craft Credit** see list below)

* denotes new class for program

*TWRI 200 The Creative Process across the Disciplines

*TWRI 240 Introduction to Creative Writing

*TWRI 250 Introduction to Written and Visual Rhetoric

*TWRI 499 Writing Studies Capstone

Interdisciplinary Craft (5 credits)

(Examples of Existing Classes that Fulfill the “Interdisciplinary Craft” Requirement)

TCXG 336 Glass Arts

TCXG 367 Ideas Through Objects: A Conceptual Approach to Art

TCXG 382 2-D Design and Contemporary Approaches in Art

TCXG 390 Site Specificity in Art

TCXG 391 Reconstructing Self in Art

TCXG 392 Labor, Globalization, and Art

TCXG 402 Eco-Art: Art Created in Response to the Environmental Crisis

TCXG 403 Body Image and Art

TCXG 482 Editing a Literary Arts Magazine

TCOM 348 Nonfiction Writing for Television

TCOM 351 Video Production

Advanced Aesthetic and Professional Craft

Option A: Creative Writing

TCXG 341 Writing Popular Fiction

TCXG 373 Poetry Writing

TCXG 381 Fiction Writing

*TWRI 384 Creative Nonfiction Writing (Formerly TCXG 484)

*TWRI 475 Advanced Poetry Writing

*TWRI 481 Advanced Fiction Writing

*TWRI 484 Advanced Creative Nonfiction Writing

*TWRI 485 Studies in Creative Writing: (Variable Focus)

Option B: Professional Writing

TCXG 465 Writing for Social Change

*TWRI 390 Digital Rhetoric

TCXG 380 Humanities Research and Writing Seminar

TMGMT 316 Persuasive Communication

TCSIUS 451 Essentials of Grant Writing and Fund Raising

TBUS 310 Effective Managerial Communication

TNURS 350 Critical Analysis and Writing to Improve Decision Making

Option C: Technical Writing

*TWRI 350 Science Writing
*TWRI 360 Technical Writing
*TWRI 370 Writing for New Media
*TWRI 460 Technical Editing
TMGMT 316 Persuasive Communication
TBUS 310 Effective Managerial Communication

Interdisciplinary Study (Examples of Existing Classes that Fulfill the “Interdisciplinary Study” Requirement)

TCXG 241 Studies in American Literature
TCXG 242 Studies in English Literature
TCXG 303 Intensive Spanish: Practical Writing Skills
TCXG 360 Women Artists from the Renaissance to the Present
TCXG 369 Shakespeare
TCXG 377 Art of the Americas
TCXG 387 Varieties of Literary Criticism
TCXG 469 Art Theories, Methods, Philosophies
TCXG 483 Film Directors
TCXG 488 Modern Novel
TCXIN 210 The African Diaspora through Music: The Rhythm, the Blues, and Beyond
TCXIN 420 Contemporary World Cinema
TCXUS 245 Multi-Ethnic American Literature
TCXUS 377 American Poetry
TCXUS 378 Studies in Selected American Writers
TCXUS 382 Cross Cultural Studies in Contemporary Women's Fiction
TCXUS 384 African American Women's Literature
TCXUS 385 African American Literature from Slavery to the Present
TCXUS 471 History of Jazz
TCXUS 477 Nature and Environment in American Literature
TCXUS 478 Literature of the Harlem Renaissance
TCXUS 479 Contemporary Native American Women's Literature
TCSIG 444 The Pacific Northwest
TCSIG 445 The Metropolis
TCSIUS 221 African-American History 1865-1945
TIBCG 448 Arts Administration
TIBCG 449 Museum Studies
TIBCG 456 Environmental Ethics
TIBCUS 451 Cultural Studies
TCSIG 431 Organizational Development
TEST 333 Environmental Policy Application and Compliance
TIBCIN 352 Cultural Geography
TQS 214 Analytical Thinking
TPSYCH 300 History and Systems of Psychology
TPSYCH 404 Psychology of Food and Culture
TSMG 313 Theories of Economic Development and Social Change

TURB 318 Organizing Communities
TSOCWF 320 Social Welfare: Contemporary Approaches
TBGEN 218 Introduction to Business Law
TNURS 403 Introduction to Research in Nursing

Language or International Study (Examples of Existing Classes that Fulfill the “Language or International Study” Requirement)

TSPAN 103 Elementary Spanish
TSPAN 110 Basic Spanish Review
TSPAN 210 Accelerated Intermediate Spanish
TCXIN 277 Latin American Literature
TCXG 301 Intensive Spanish: Reading Skills
TCXG 302 Intensive Spanish: Conversation Skills
TIBCIN 490 Society and Culture in Cuba (study abroad; 15 cr.)
TCSIIN 441 Mexican Cinema and Society
TSMIN 200 International Interactions
TSMIN 229 Making of Modern Africa
TSMIN 310 Modern European Political Theory
TSMIN 311 International Human Rights
TGH 301 Global Interactions
TCXIN 461 Contemporary Mexican Culture
TCXIN 462 Women in Latin America
TCXIN 463 Contemporary Cuban Culture
TCXIN 464 The Arts, Cultures, and History of Mexico
TCXIN 479 Modern European Culture
TCXIN 490 Contemporary Spanish Culture

Natural World/Environmental Science (Examples of Existing Classes that Fulfill the “Natural World/Environmental Science” Requirement)

TESC 100 Introduction to Environmental Science
TESC 107 Geohazards and Natural Disasters
TESC 117 Physical Geology
TESC 120 Introductory Biology I
TESC 227 Earth History

VI. Faculty Profile

Faculty of the Writing Studies Program will:

- contribute to the campus need for writing instruction at all levels and across the disciplines.
- provide writing instruction for the General Education Program.
- meet the Interdisciplinary Arts & Sciences Program’s need for writing instruction for its current and transfer students.
- coordinate the Interdisciplinary Arts & Sciences annual student writing awards and represent the university in seeking gifts from private and/or corporate donors that would promote scholarships, writing-centered events and cultural programming for South Sound residents.
- serve as resources and liaisons to the Tacoma and regional community
- direct public readings and class visits from recognized authors and scholars in the writing field.
- serve on campus committees such as the UWT Writing Council to advise on pedagogy and curricular planning concerning the teaching of writing.
- serve as Coordinator for Writing-across-the-Curriculum.
- provide continuing education and workshops for faculty across the disciplines concerning writing pedagogy, curricular planning, and instruction at all levels.
- mentor students and student groups that foster literary culture on campus.

Faculty*				
Name	Degree (e.g. M.A.; Ph.D.; J.D.)	Rank (if applicable)	Status (e.g. full-time, part-time)	% Effort in Program
Anne Beaufort	Ph. D.	Associate Professor	Full-time	50%
Phil Heldrich	Ph.D.	Associate Professor	Full-time	50%
Riki Thompson	Ph.D.	Assistant Professor	Full-time	50%
Nicole Blair	Ph.D.	Lecturer	Full-time	50%
New Assistant Professor	Ph.D.	Assistant Professor	Full-time	100%
New Assistant Professor	Ph.D.	Assistant Professor	Full-time	100%
New Assistant Professor	Ph.D.	Assistant Professor	Full-time	100%
New Lecturer	Ph.D. or equivalent	Lecturer	Full-time	100%
Total Faculty FTE				6.0

*New faculty will be needed to meet university-wide need for writing instruction at all levels and to meet present and future demand based on university as well as program growth.