

Leveraging Demographics, Local History, and Community Outreach to Sustain WAC



IWAC 2012, Savannah, GA

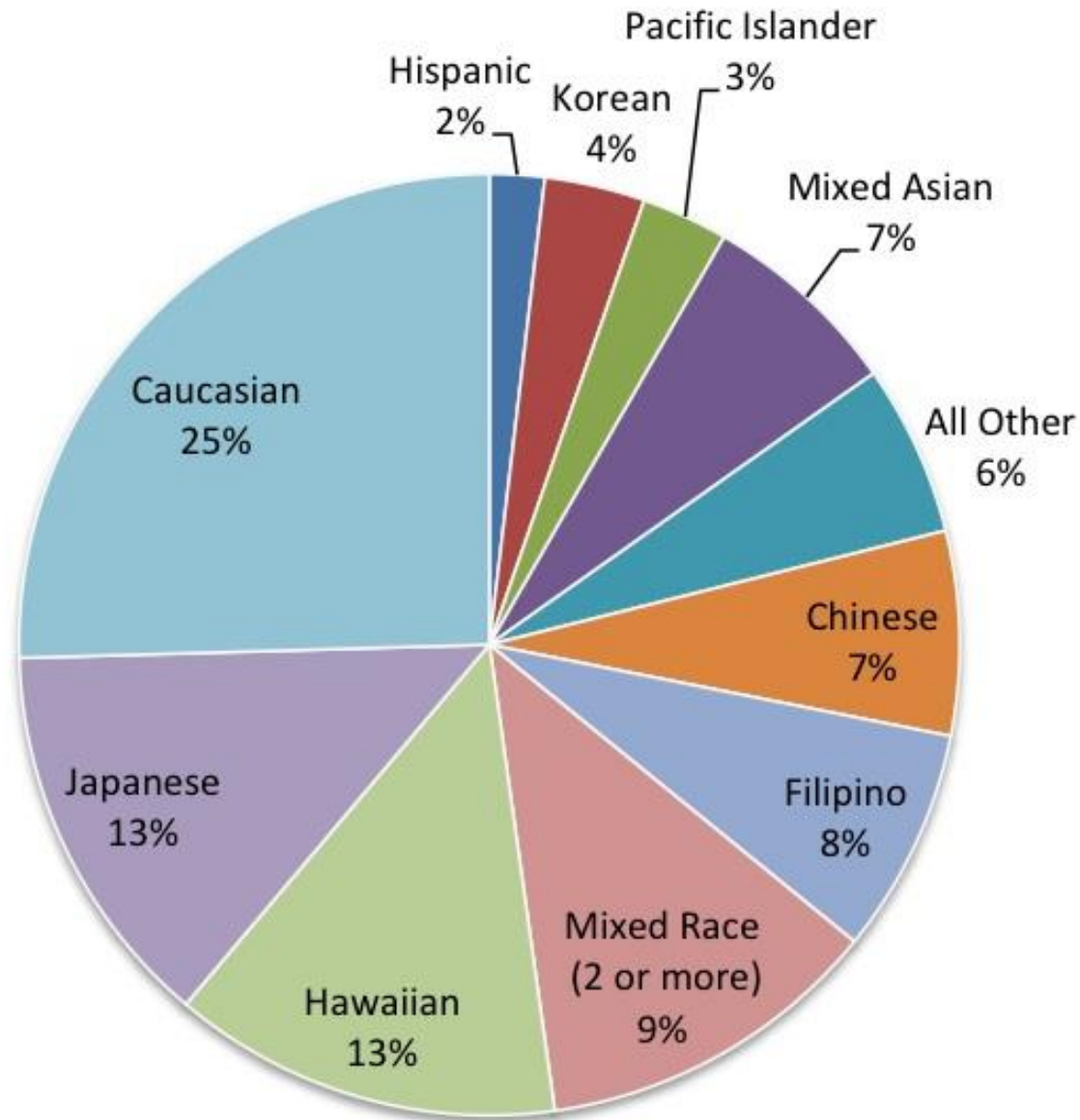
Jim Henry

Mānoa Writing Program,

University of Hawai'i at

Mānoa

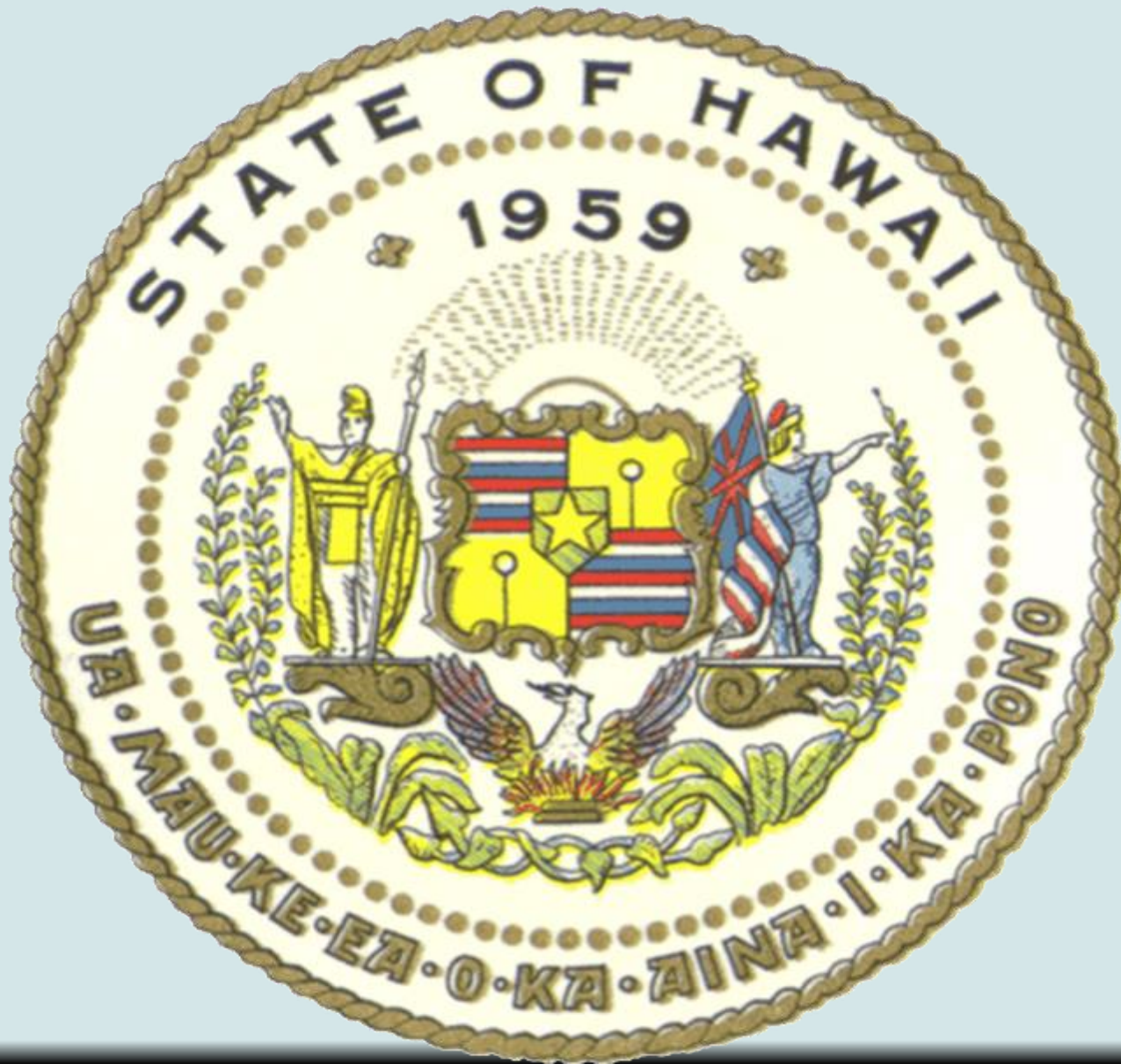
University of Hawai'i at Manoa Total Headcount Enrollment by Ethnicity (Fall 2010)



Landmarks in Local History

- 300-600 C.E.—Polynesians settle Hawai‘i
- 1778—Captain James Cook makes contact
- 1810—Kamehameha unifies the Kingdom
- 1840’s—Sugar Plantation economy brings workers from China (1850), Japan (1868), Korea (1903), and the Philippines (1909)
- 1898—U.S. Annexation of Hawai‘i
- 1959—Statehood (only state with 2 official state languages)

State Seal



UH Mānoa Undergrad Req's

General Core requirements include:

- 1 foreign language
- 1 course with emphasis on ethics
- 1 on oral communication
- 1 with focus on Hawaiian-Asia-Pacific, including HWST
- 5 W (Writing Intensive)

Mānoa Writing Program Facts

- MWP established in 1987
- It administers 500+ W course sections per semester, across fifty disciplines
- Faculty Board representing a dozen disciplines oversees WI applications and renewals
 - Hallmarks must be met

WI “Hallmarks”

- Hallmark #1: The class uses writing to promote the learning of course materials.
- Hallmark #2: The class provides interaction between the instructor and students [e.g., conferences, written feedback] while students do assigned writing.

WI in Asian/Pacific Languages

Cambodian

- 202: Intermediate Modern Khmer; 302: Third Level Khmer

Filipino

- 339: Filipino Film, Art and History; 451: Structure of Filipino

Hawaiian

- 301: Third Level Hawaiian; 345: Ulu ka hoi

WI in Asian/Pacific Languages, 2

Hindi

- 202: Intermediate Hindi

Ilokano

- 302: Third level Ilokano; 402: Fourth Level;
486: Ilokano for the Mass Media

Indonesian

- 306: Third Level Indonesian

WI in Asian/Pacific Languages,

3

Korean

- 380: Korean Proficiency through TV; 420: Korean Composition; 452: Structure of Korean; 470: Language and Culture of Korea; 486K: Korean for Academic Purposes: Others

Maori

- 202: Intermediate Maori; 261: Maori Literature and Culture

WI in Asian/Pacific Languages,

4

Samoan

- 202: Intermediate Samoan; 227: Overview of Samoan Literature in English; 422: Samoan Ceremonial Speech

Thai

- 202: Second Level; 302: Third Level; 402: Fourth Level

Vietnamese

- 302: Third-Level Vietnamese

WI in Asian/Pacific Languages, 5

Implications for Sustaining WAC?

- **Developing Language-Course Specific Support**
 - *How* does the class use writing to promote the learning of course materials?
 - *What kinds* of interaction take place between the instructor and students [e.g., conferences, written feedback] while students do assigned writing?
- => Opportunities for workshops to cross-pollinate, for instructors to publish, for the MWP to

Place-based, “Local-ized” Writing Curricula

- English 421: Comparative Literature: Literature, Hospitality, and the Hotel
- Ethnic Studies 360: Immigration to Hawaii and U.S. ; 456: Racism and Ethnicity in Hawaii
- Geography 426: Environment, Resources, and Society
- Geology & Geophysics 406: Natural Disasters: Geoethics

“Local-ized” Writing Curricula, 2

- Hawaiian Studies 270: Hawaiian Mythology; 341: Hawaiian Genealogies
- History 495D: History in Oceania
- Linguistics 100: Language in Hawaii and the Pacific
- Peace and Conflict Education 485: Peace and Conflict Resolution (Protest under Occupation)

“Local-ized” Writing Curricula, 3

- Philosophy 103: Environmental Philosophy
- Sociology 456: Racism and Ethnicity in Hawaii
- Travel Industry Management 321: Sociocultural Issues in Tourism; 400C: Community Service Internship
- Zoology 450: Natural History of the Hawaiian Islands

“Local-ized” Writing Curricula, 4

Implications for Sustaining WAC?

- *How* does the class use writing to promote the learning of course materials? What rhetorical moves do students make in their writing?
 - *What kinds* of interaction take place between the instructor and students [e.g., conferences, written feedback] while students do assigned writing?
- => Opportunities for instructors to publish, for the MWP to publicize and develop, in particular through teaching exemplars—how/does writing in these courses enhance “rhetorical

Place-Based Writing Theory

- “Indeed, rhetorical effectiveness in a given location depends on one’s interpretation of and attitude toward place, and much public and institutional discourse is engaged—tacitly or otherwise—in endorsing particular ideas about place and the role individuals should play in it (Mauk).” (13)

Peter Vandenberg, Sue Hum, and Jennifer Clary-Lemon

“Critical Introduction,” *Relations, Locations, Positions: Composition Theory for Writing Teachers*

Community Outreach

- What to tout in our WI teaching and learning as it relates to our locale?
- How to do so?

Virtual Outreach (currently)

The University of Hawai'i at
Mānoa

**Mānoa
Writing Program**

[Teacher resources](#) | [Help for Writers](#) | [Exam results](#) |

Faculty Links

[Teacher resources: Writing-intensive courses](#)

[FAQs about writing intensive](#)

[Hallmarks of writing-intensive courses](#)

[Designating a class as](#)

Student Links

[Writing "Placement": Fulfilling the Foundations-Written Communication \(FW\) requirement](#)

[FAQs about FW](#)

[Choosing an English FW section](#)

Virtual Outreach (planned)

UNIVERSITY OF HAWAII AT MĀNOA

University of Hawai'i at Mānoa

Mānoa Writing Program

Home Faculty Students (Inter)National Resources Community

Mission
Background
Program Research
Writing Matters
National Publications
Reports for Teachers Series
Technical Reports
National Conference

E Komo Mai

Welcome to the Mānoa Writing Program, administering writing intensive courses at the University of Hawai'i at Mānoa. In addition to first year composition, undergraduates at the university are required to take five writing intensive courses (W) to graduate. In a typical semester, over five hundred W courses are being offered across 40+ disciplines. Oversight of these courses belongs to the

[Faculty Exemplar Pages Rotate Here]

Community Tab (in development)

The screenshot shows the Mānoa Writing Program website. The header features the text "UNIVERSITY of HAWAII at MĀNOA" and "Mānoa Writing Program" over a background of green leaves. A dark green navigation bar contains the following links: Home, Faculty, Students, (Inter)National, Resources, and Community. The Community tab is highlighted. On the left, a sidebar lists: Service Learning, W Courses, Internships, UHM Alumnae/i on Writing, Featured Faculty, Student, and Portfolios. The main content area has a large green heading "Community" and a yellow message box that says "Operating in maintenance mode." with "View" and "Edit" buttons. To the right, a "Who's online" box indicates "There is currently 1 user online." with a list containing the name "jmhenry".

UNIVERSITY of HAWAII at MĀNOA
Mānoa Writing Program

Home Faculty Students (Inter)National Resources **Community**

Service Learning
W Courses
Internships
UHM Alumnae/i
on Writing
Featured Faculty
Student
Portfolios

Community

Operating in maintenance mode.

[View](#) [Edit](#)

Our Community page seeks to bolster connections among our faculty and students with the larger community of O'ahu. On this page, you will find links to Writing Intensive (W) courses at UHM that explicitly serve the community (courses that are simultaneously W

Who's online

There is currently 1 user online.

- [jmhenry](#)