

# 2012 – 2013 GRANTS ENGAGED LEARNING IN THE LIBERAL ARTS (ELLA)



## Application for Funding

College of Humanities and Social Sciences, Utah Valley University

**Application Deadlines:** ELLA has set two deadlines for the 2012-2013 academic year: noon on Monday, September 10 for fall and spring projects, and noon on Monday, January 14 for spring projects. Applicants should allow sufficient time to complete all steps of the application process well before the deadline.

ELLA grants support research, scholarly, and creative projects in the College of Humanities and Social Sciences that aim to increase and promote engaged learning. The college funds a wide variety of faculty projects each year. Though each application will formulate its specific articulation of engaged learning, in general successful projects will be directed by faculty members and will clearly involve students and student learning from initial planning to completion and assessment. Applications are encouraged within a broad spectrum of creative and scholarly engaged endeavors. The following examples are drawn from previous years: conference presentations; cooperative programs with the community, high schools, and other universities; some travel to support engaged learning; publication of engaged and scholarly material; and very limited supplemental funding to support study abroad. Faculty who seek funds for projects that are focused exclusively on faculty scholarship/research or faculty travel cannot be considered for this grant and should seek alternate funding sources (see a list of such sources on the last page of this application). Previously funded applications can be reviewed in the Dean's office and a sample is available on the ELLA website at: <http://www.uvu.edu/chss/resource/funding/ella.html>.

Applicants are encouraged to consult the **Adjudication Document** as they complete this application. It provides in rubric form the guidelines that the committee uses in its evaluation of project proposals and is available at: <http://www.uvu.edu/chss/resource/funding/ELLA%20ADJUDICATION%20DOCUMENT%202011-2012.pdf>.

Submit completed applications in hard copy or by PDF to:

**Jolene Arnoff**  
**Dean's Office**  
**College of Humanities and Social Sciences**  
**LA 209**  
**arnoffjo@uvu.edu**  
**(801) 863-8743**

GENERAL INFORMATION	
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PROJECT	
<b>Date of Application:</b>	Jan 9, 2013

**Title of Project:** Engaged research writing for English 2010 and 3020

**Others Involved in the Project (expand this section as necessary):**

Name:	Student/ Faculty/ Staff:	E-Mail:
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Name:	Student/ Faculty/ Staff:	E-Mail:
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Name:	Student/ Faculty/ Staff:	E-Mail:
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**ABSTRACT FOR PROPOSAL**

Not to exceed 500 words. In the space below, please briefly describe your project, its time frame and specific objectives. The committee is looking for well-written abstracts that articulate clearly and concisely the goals and scope of the project.

Two courses that I teach, English 2010 and 3020, share common outcomes in writing composition. English 2010 students often view research writing as drudgery with little connection to their real world. This project gives them an opportunity to personally experience their research subject. Students choose a topic related to the Capitol Reef area such as the geology, wildlife, plants, history, sustainable energy sources, environmental studies, water and land use issues, etc. After writing preliminary findings on their topic, students take a field trip to the Capitol Reef Field Station and compare those findings with an up close and personal experience. They plan the itinerary of the trip to focus on their research topics. After the trip, they revise their initial papers to reflect new insights about their topic.

English 3020 students are also involved in writing and editing. They have an engaged learning opportunity by applying their editing skills in an oral history project in the Capitol Reef area. Residents of that area have a rich and varied experience with the park. Local community members are involved in a Capitol Reef Oral History Project to preserve precious memories and experiences of people who have lived in Wayne County. English 3020 students have an opportunity to interview, transcribe and collaboratively edit those histories. This is an experience with primary sources for research. It also demands skillful application of grammar and editing conventions to accurately represent the oral interview in written form. Students must use the Baylor University Oral History Style Guide to transcribe from the spoken language to a written form and decide together on editing changes. Once the transcriptions are completed, the interviewees receive a copy to verify as correct. When that release is given, the transcription is placed in the UVU Library Archives and is added to a collection kept by the park service. The interviewee also receives a copy of the video/audio file and the transcription for their family records. These students provide service for the national park, the community, and the university. Those students who choose to visit the UVU Field Station become familiar with the community they will serve through transcribing.

I have developed this curriculum with previous students and over several years, funded by GEL grants. Now that the program is polished, I am seeking funding through ELLA. Both parts of this research that students engage with provide valuable application for skills they have learned.

## PROJECT ASSESSMENT AND RELEVANCE TO ENGAGED LEARNING IN THE LIBERAL ARTS

- 1) **ELLA funding not only encourages projects in engaged learning, but will provide faculty members opportunities to enhance their professional development as well.**

**How will your proposal contribute to the goals of engaged learning and how will it complement your teaching, service, and scholarship?**

This project involves the students in both active and collaborative learning. The field experience connects their research writing and editing with a concrete application. The following goals of engaged learning are met in these ways.

**Collaborative Learning** - Students work together on planning the trip and editing the transcripts. They also help each other during the trip as they share information they have learned. A natural result of these trips is the bonding and teamwork that students feel.

**Curriculum Integration** - This is a major activity and has a major impact. As one student, Ellie Parker, expressed, "This was the coolest experience I have had at UVU."

**Engaged Teaching** - I think of my student Lauren who, though being a conscientious student, never made a comment in class. After her transcribing project, she joined the class discussion about language differences and explained how she made a number of editing decisions to preserve the content of the interview. She became more involved than at any other time in the semester. This involvement maximizes the students' academic learning.

**Engaged Scholarship** - Another student, Bryce, wrote, "The best part of this whole trip was getting out of the classroom and seeing the real world application of everything that we had talked about. It really seals in the learning when you can read about it at school, but then go see and experience it in real life. The field station is an awesome place to do that, and I'm glad we all got the chance."

**Problem-Solving** - The students' work in oral history transcription serves the national park, the community, and the university. All students who visit the field station receive engaged learning about sustainability and being more conscientious stewards of the land, a theme that runs in all the Capitol Reef topics.

Integrating this project into my curriculum has energized my teaching, has allowed me to serve the university and the community and has galvanized my scholarship in research based writing.

- 2) **How do you intend to assess and measure the results of your grant? (At the conclusion of the grant year recipients will be asked to discuss informally the results of their projects with ELLA committee members.)**

English 2010 includes the following goals and learning outcomes:

Critical Thinking, Reading, and Writing: By the end of their second semester of composition, students should

- Understand a research assignment as a series of tasks, including developing research questions, conducting preliminary research to refine theses, collecting, evaluating, analyzing, and synthesizing appropriate research data and sources
- Understand the relationships among language, knowledge, and power
- Replace personal opinion with well-reasoned and carefully researched written arguments that embody the spirit of inquiry
- Fairly represent, refute, and/or concede to opposing arguments

Processes: By the end of their second semester of composition, students should

- Understand the value of peer collaboration and the social aspects of writing processes
- Use multiple drafts, later invention, and re-thinking to revise successful texts
- Consistently apply flexible generating, revising, editing, and proofreading strategies

Each of these outcomes is addressed in our field experience. The Fall 2013 students will take their field trip in Sept. and the Sp 2014 students will go in Mar. The results will be measured in the following ways:

- a) Each student on the trip will keep a daily online journal reporting on activities and things learned. b) Each 2010 student will also write an informative research essay on a topic related to Capitol Reef and submit a draft before going on the field trip. Then after the trip, they will submit a revised essay reflecting additional insights gained from the firsthand experience with the topic. c) Each 3020 student will complete the transcribing/editing collaborative assignment as part of the Capitol Reef Oral History Project.

**BUDGET INFORMATION**

In the space below, or on a separate sheet if necessary, please include a detailed, itemized budget that breaks down the monetary request (e.g., travel, equipment, hotel, fees, printing) and explains clearly how the money will be used. Complete budget information (cost *and* revenue) for each participant should be listed, including how funding from other sources will supplement ELLA grant money.

Amount Requested: \$3624.00

Has previous ELLA funding been requested? If yes, when? Yes, I worked on a project with Kathy French from the Behavioral Sciences Dept. and we received funding during the 2011-2012 year. I also received funding last year to purchase the recording equipment to start the oral history project

Itemized Budget: Budget for trip to Capitol Reef Field Station

**Lodging=**

24 people at field station for two nights at \$7.00/night/person = \$336.00

**Food =**

24 people for three days at \$10.00/day/person = \$720.00

**Transportation =**

3 UVU vans from Fleet Services for three days at \$84.00/day/van= \$756.00

Subtotal = \$1812.00 for one semester

Total = \$3624.00 for two semesters

Other sources of funds: In previous years I developed this curriculum using GEL grants but that is now considered seed money only and is no longer given to sustain engaged learning projects. Now that I have a proven and successful engaged learning project, I need some way to fund it.

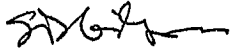
Thank you for considering my application,  
Linda Shelton

**DEPARTMENT CHAIR ENDORSEMENT: An application will not be considered without the chair's endorsement.**

**Please indicate your endorsement of the project and make your comments evaluative as well as descriptive.**

Comments:

I support this application without hesitation. The project it describes involves students in engaged, scholarly research as they revise academic essays in one case and collect oral histories in another. The project also solves the curricular problem of demonstrating the power of revision in the case of the essays while addressing the cultural problem of disappearing "institutional knowledge" and wisdom among inhabitants of the communities around Capital Reef. This is an enormously effective use of funds. While the faculty member provides the idea of a trip, students plan the implementation of each project from beginning to end. The project is central to the classes, so as students complete SRIs and provide similar feedback they offer their assessments. The trips also already have a history of success, so ELLA funds are not being used to test something new or debug, but to continue successful pedagogical practices. I happily endorse this project.

Signature: 

Date: 10 Jan 13

**APPLICANTS ARE ENCOURAGED TO CONSIDER THE FOLLOWING UVU FUNDING SOURCES TO COMPLEMENT REQUESTS FOR ELLA GRANT FUNDING:**

Grants for Engaged Learning	<a href="http://www.uvu.edu/gel">www.uvu.edu/gel</a>
Scholarly and Creative Activities Council	<a href="http://www.uvu.edu/fsca">http://www.uvu.edu/fsca</a>
Institute for Professional Engagement	<a href="http://www.uvu.edu/ipe">www.uvu.edu/ipe</a>
Faculty Flexible Grant Program	<a href="http://www.uvu.edu/facultycenter">www.uvu.edu/facultycenter</a>
Supplemental Faculty Travel Grants	<a href="http://www.uvu.edu/facultycenter">www.uvu.edu/facultycenter</a>
Presidential Scholar Award	<a href="http://www.uvu.edu/urip/undergrad/">www.uvu.edu/urip/undergrad/</a>
Exceptional Merit Grant	<a href="http://www.uvu.edu/meritgrants/">www.uvu.edu/meritgrants/</a>