**Undergraduate Writing Fellows Program**
Dr. William Morgan, Director of the Writing Center
Expository Writing Program, CAS

This proposal describes a pilot for the Undergraduate Writing Fellows Program (UWFP) that the College of Arts and Science and the Expository Writing Program seek to establish. The UWFP will build upon the College’s Writing-in-the-Disciplines Initiative and EWP’s ongoing efforts to collaborate with faculty to develop opportunities for writing instruction beyond the first-year writing curriculum. It will also establish a new component of the Writing Center’s services that is designed specifically for mid- to upper-level undergraduates who are writing in the disciplines. Our objective is to initiate a college-wide program in peer tutoring that will assist mid- to upper-level undergraduate writers and offer increased support for faculty who teach writing in the disciplines.

**The General Studies Wikifolio Project**
Dr. Martin Reichert, Master Teacher
General Studies Program (Cultural Foundations), FAS
Dr. Leah Schwartz, Master Teacher
General Studies Program (Science), FAS

The General Studies Program proposes to build a hybrid of two existing technologies, the ePortfolio content management system and the wiki collaboration tool, to create a flexible electronic “palette” that will allow students to transfer and enhance skills from their online lives to their academic work. Our objectives is that the resulting “wikifolio” will extend and augment our program’s classroom pedagogy; in effect, each student will build what classical theorists termed a “memory palace” with the wikifolio tool that will manifest the student’s perception of the relations between the different elements of his or her education. If that picture is incoherent, we will have the opportunity to direct the student on the path to a fuller synthesis. The memory palace will also provide us with extensive evidence of what and how our students have and have not learned, thus providing a resource for curriculum review and planning.

**The Performing Body in Theory and Practice: Building a Community Practicum**
Gwendolyn Alker, Associate Teacher
Department of Drama, Tisch

This proposal seeks to build upon the current strengths of Tisch’s faculty expertise and curricular offerings to build local and global conversations around embodiment. As a “community practicum,” I am interested in utilizing my new undergraduate course, “The Performing Body in Theory and Practice,” as a gathering site for scholars and artists to come together to discuss possible intersections. I am also intrigued to see how such a dialogue within the classroom could build towards a one-day symposium held at NYU, participation in a related laboratory in Montreal, and/or an edited book project. Thus, the project would emerge out of and build upon
recently developed coursework from the Department of Drama to create a discussion that moves between students, theorists and practitioners in the field of theatre and performance studies. This opportunity would encourage NYU faculty to interact with scholars and artists in related fields that are located in differing departments and institutions. The project would also encourage students to see the value of their own work within larger institutional settings and interdisciplinary conversations.

*Interdisciplinary Production of a Reality-Based Training DVD for Clinical Social Work Practice with Substance Abusing Older Adults*

Professor Caroline Rosenthal Gelman  
Silver School of Social Work  
Professor S. Lala Ashenberg Straussner  
Silver School of Social Work  
Professor Lynne McVeigh  
Department of Undergraduate Film and Television, Tisch  
Professor Carol Tosone  
Silver School of Social Work

There is a dearth of educational material to train social workers to practice with substance abusing older adults, the fastest growing substance abusing population. Through an interdisciplinary collaboration uniting the clinical expertise of the School of Social Work with the artistic and technical resources of the School of the Arts, and using students in every facet of the project, we propose to develop a DVD depicting basic knowledge, skills, and competencies in clinical social work practice with this population. Thus, both the process and the product, which we hope to distribute nationally, will involve innovative learning opportunities for students.

*Advanced Essay Writing for Science*

Jason Drake, Language Lecturer  
Expository Writing Program, CAS  
Andrea McKenzie, Director of Writing in the Disciplines  
Expository Writing Program, CAS  
Professor Pat C. Hoy II  
Department of English and Director, Expository Writing Program, CAS

This project will fulfill a student demand for advanced instruction in the research, writing, and communication skills necessary to a career in the sciences. Complementing current advanced writing courses, this course will offer science students the opportunity to design and conduct intensive individual research, write honors-level essays for the public and for the academy, and design and deliver a professional presentation. The course will arrange for 5 professional scientists and writers to speak to the class, and students will attend 3 public events about science and writing.
The Abraham Lincoln Brigade Archives: Historical Memory in Spain and the US

Professor James D. Fernández
Department of Spanish and Portuguese, FAS
Michael Nash, Director, Tamiment Library
NYU Libraries

In the 2008-09 academic year, we propose to pilot a team-taught course, crosslisted in History and Spanish and Portuguese, and based on the unique holdings of the Abraham Lincoln Brigade Archives, Tamiment’s vast collection of texts, images, and artifacts chronicling the lives of the 2,800 American men and women who from 1936-39 went to Spain voluntarily to take up arms against fascism.

Best Practices in Dance Education Research

Professor Susan R. Koff
Department of Music and Performing Arts Professions, Steinhardt

Best Practices in Dance Education Research is a supplemental research course in the MA Dance Education curriculum designed to introduce the students to the database in Dance Education Research, and use it as a resource to conduct Action Research in their educational settings. Students will include current and former Dance Education MA students (including those in the new ABT track), current Dance Education PhD students, current NYC dance educators and members of the education departments of dance cultural organizations in NYC. All the students will study examples of best practices (through presentations of the guests) and then learn the particulars of action research. They will begin to practice action research techniques in their work settings, and then reconvene to process the data that has been gathered.

Literary Reportage, Master of Arts Program

Professor Robert S. Boynton, Director of Magazine Writing Program
Department of Journalism, FAS

This proposal seeks funding to prepare a curriculum for a new specialized program within the Department of Journalism. In particular, the funds would be used to create a short video about the future of literary reportage and the new program’s role in it. The video will be both a description of the field, and an example of the kind of creative work the program will foster.