

For Committee Use Only

Course	ANTH 355 (v. 2)
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Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing
Ronald Williams Library www.neiu.edu/~wip

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major*
- Modify an existing course*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

***Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing. The sources listed below can also provide guidance in designing Writing Intensive courses.

Bean, J. C. (2001). *Engaging ideas: The professors' guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Gottschalk, K., & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines*. Boston: Bedford / St. Martin's.

Please contact Kate Hahn at x4490 or mk-hahn@neiu.edu with any questions or visit <http://www.neiu.edu/~wip> for more information.

Writing Intensive Course Proposal Form

INSTRUCTIONS

The following need to be submitted electronically to WIFAC at mk-hahn@neiu.edu for each course that is proposed:

- Writing Intensive Course Proposal Form
 - Available at <http://www.neiu.edu/~wip>
- Proposed Course Syllabus
- Curricular Proposal Transmission Form
- FCAA Course Proposal Checklist (and any necessary documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

Subject: ANTH

Course #: 355

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Hist of Anth

Course Title: WIP:History of Anthropology

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): Discussion-driven course focusing on the development of theoretical approaches to the understanding of human culture, behavior, and practice. Students will also learn how, with the passing of time, successive generations of anthropologists rejected, built upon, or modified the endeavors of their predecessors. Recent theoretical trends and the nature of anthropological writing will be examined. This course fulfills the Writing-Intensive requirement for the Anthropology major. Prereq.: ANTH-212, ANTH-213, ANTH-215, and ENGL-101.

WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. Please make a reference to where in the proposed syllabus this information can also be found. **Refer to the complete guidelines and notes below for more information.** Contact the CAW and/or see Bean (2001) and Gottschalk and Hjortshoj (2004) for help designing a WI course (full references at the bottom of page 1).

1. The writing activities should be an integral part of the course and should be designed so that students will receive **active instruction in disciplinary writing.**

Students will read articles and chapters representing primary sources in Anthropology, and will be responsible for discussing the ideas and organization of each source. Historically, anthropology developed based on reactions to previous theories, so the format of developing a thesis statement and evaluating appropriately-collected and relevant supporting evidence will be made explicit. Another common format, the polemic, will also be outlined. (see description of discussion under "Exams/Formal Writing Assignments," syllabus p.2. Note that we will also discuss these formats as part of "Summaries/Informal Assignments" and "Leading Discussion," also on p.2 of the syllabus.)

2. Students will write the **equivalent of at least 15 pages of graded assignments** over the course of the semester.

NOTE: See Guideline 4 for more specific information about these graded assignments.

Students have at least 20 pages of formal assignment/exam writing that they will complete as part of this course (see "Exams/Formal Writing Assignments" on p. 2 of the syllabus).

3. Each Writing Intensive course will require **multiple types of writing.** Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.

Students will have 3 types of writing, described on p. 2 of the syllabus. First is "'Ungraded' Chat," where students will discuss their impressions of the reading on Blackboard. These can be as simple as engaging with the question of why they did or did not like the reading, how it differs from other readings, as well as points from the reading they didn't understand. Second is "Summaries/Informal Writing Assignments." Here, students will write an informal summary of each reading (n = 32) focusing on the content and the form of argument made by the author. Finally, "Exams/Formal Writing Assignment" consists of two take-home exams where students will support or defend thesis statements with an essay.

4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (**at least 50 percent**) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.

NOTE: As such, in-class exams and quizzes will not apply toward the 15-page requirement unless effective and correct written expression are explicitly considered in determining the grade.

Syllabus p. 2, "Exams/Formal Writing Assignments" requires 20 pages of writing where students will be evaluated on form and content, with each exam representing 25% of the grade. Students will be required to develop a thesis statement using relevant data, or a polemic.

5. On some graded assignments, students will be provided an **opportunity to produce multiple drafts**, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.

"Exams/Formal Writing Assignments" (syllabus, p.2) give students two opportunities to revise their drafts for form and content. The first draft will be evaluated by a peer and the second draft by the instructor.

6. Each Writing Intensive course will also provide an opportunity for students to engage in **ungraded assignments**, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.

NOTE: *Ungraded writing activities might include in-class minute papers, muddy point papers, brief reflections on what students have learned in the class period, or brief explorations of questions students have about a topic. Although some of these assignments and activities may receive completion points, some must be truly ungraded, and not contribute to a student's course grade in any way. Contact the CAW if you would like more information on designing and implementing these kinds of writing-to-learn activities.*

"Ungraded' Chat" (syllabus p. 2) For each of the readings, students will log onto the Blackboard site for this course and "chat" about it with their colleagues. Here students will discuss whether they liked the reading, share general comments about the reading, or ask questions about the reading.

SAMPLE WRITING ASSIGNMENTS

Include here at least two sample writing assignments: one formal, graded assignment and one informal, ungraded assignment/activity. For each assignment:

- Provide the information that will be given to students when the assignment or activity is given,
 - Clearly describe how each assignment or activity will be evaluated and/or responded to, and
 - Indicate how each sample assignment or activity is connected to course objectives or learning outcomes.
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FORMAL, GRADED WRITING ASSIGNMENT

Student Writing Assignment Sheet (paste into the gray box below the handout given to students)

Anth 355

History of Anthropology

Spring, 2009

Midterm/Final Take-Home

Task

In two separate essays of five pages each, you are to defend or refute two thesis statements. Feel free to use the book, any previous short papers and your notes for this assignment.

Audience

Write this as if you were writing for a classmate, e.g., someone who has some familiarity with the subject matter. Your audience will have read the chapters and articles for this class.

Learning Objectives

- To give students an opportunity to consider one or more theoretical perspectives in depth
- To facilitate comparison of different perspectives within anthropology
- To outline changes in anthropological thought over time

Due

Midterm exam schedule is as follows:

Feb 20 Draft 1 of exam due to peer reviewer

Feb 23 Reviewed Draft 1 due to originator

Feb 25 Draft 2 due to instructor

Feb 28 Reviewed Draft 2 due to student

Mar 3 FINAL DRAFT DUE

Final exam schedule is as follows:

Apr 22 Draft 1 of exam due to peer reviewer

Apr 25 Reviewed Draft 1 due to originator

Apr 27 Draft 2 due to instructor

Apr 30 Reviewed Draft 2 due to student

May 2 FINAL DRAFT DUE

Format

Typed in a 12-point font and double-spaced, with one-inch margins and your name in the upper right-hand corner. You should read your assignment at least once to identify and correct spelling and grammar errors before turning it in.

Grading—what to expect

You must note important points, trends, and patterns that have been raised in class discussion regarding relevant theorists or schools of thought. Half of your exam grade is based on the content of your exam. The remaining half of your grade is based structure, spelling, and grammar as well as your participation (or lack thereof) in the peer review process.

Strict adherence to the schedule is important. Any deviation from the above schedule without advance clearance from the instructor and your peer will result in the deduction of one-half letter grade per day from your exam.

Peer Review

Part of your grade consists of reviewing the work of a colleague and suggesting improvements—this is often how journal articles and book chapters are evaluated in Anthropology after they have been submitted for review. Use the attached rubric (below) to help guide your review (hint: your colleague will be reviewing your paper using the same rubric, so use this as a guide to help create exemplary essays). Assign points (1-3) for each category as you review the paper. In addition, you may make comments or suggest changes in the text using TRACK CHANGES or INSERT COMMENT in MS Word.

Give your peer a score for each of the five areas below, along with the total.

_____ Purpose, Audience, and Organization
_____ Description of Theoretical Perspective
_____ Analysis/Comparison of Perspectives
_____ Evaluation or Conclusion
_____ Language and Conventions
_____ TOTAL

Midterm and Final Exam Rubric for Peer Review -- [see page 9 of this proposal]

Please answer the following questions regarding this sample writing assignment:

1. How will this writing assignment be evaluated and/or responded to?

Student will receive comments from a peer, generate a second draft, then receive comments from the instructor, then generate a third draft, which will be graded.

2. How is this writing assignment connected to course objectives or learning outcomes?

This assignment requires students to engage with paradigms and approaches toward human society, consider strengths and weaknesses of each, and link these to changes over time. Students will also evaluate their own experience against these paradigms and approaches.

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

Paste into the gray box below handout for the writing assignment/activity or describe the writing assignment/activity.

There is no handout; description is on P. 2 of the syllabus, and reads as follows: “Ungraded” Chat (10%). For each reading, you will log onto the Blackboard site for this course and “chat” about it with your colleagues. Go to the Discussion Board, click the heading for the author in question, and describe your reaction to the reading in 4-6 sentences. Did you like the reading? Why or why not? If you have general comments about the reading or questions about things that didn’t make a lot of sense, this is where to bring them. Your grade will be based on your participation (e.g., you get the points if you do it, but you won’t get the points if you don’t). Your posts are due prior to the beginning of the class in which we will discuss particular authors’ works. I will monitor the board periodically and respond to your posts to help clarify or encourage you to bring up specific points for class discussion.

Please answer the following questions regarding this sample writing assignment/activity:

1. How will this ungraded writing assignment/activity be responded to or used by the instructor?

Instructor will monitor the Discussion Board and write responses to student postings. Questions asked in 'Chat' will be raised by the instructor for discussion in class if students don't do it themselves.

2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?

The 'chat' gets students to make key connections or identify important differences between significant works in anthropology, and encourages them to consider the strengths and weaknesses of various paradigms.

Midterm and Final Exam -- Rubric for Peer Review

Category	Exceeds Standard (3 pts.)	Meets Standard (2 pts.)	Below Standard (1 pt.)
Purpose, Audience, and Organization	<p>Essay fulfills directives for the assignment with originality & complexity.</p> <p>Purpose or thesis is integral to the text's development and organization</p> <p>Diction, tone and amount of detail are appropriate for this audience throughout the text.</p> <p>Organization is logical and creative. Simple transitions are avoided; relationships between ideas are explored deeply and carefully articulated.</p>	<p>Essay responds to all directives for the assignment.</p> <p>Purpose or thesis is clear throughout the text</p> <p>Diction, tone and amount of detail are consistent, generally anticipating a particular category of readers.</p> <p>Organization is logical. Transitions are used to create effective connections between paragraphs.</p>	<p>Essay does not address key directives for the assignment.</p> <p>No single purpose/focus/thesis unifies the text</p> <p>Text suggests little or no awareness of intended audience.</p> <p>Text's organization is unpredictable and feels unplanned—may lack introduction or conclusion.</p> <p>Relationships between ideas are not explicit.</p>
Description of Theoretical Perspectives	<p>Description conveys understanding of and engagement with the subject matter.</p> <p>Description's examples and ideas support the thesis fully and convincingly.</p> <p>Description contains all pertinent information.</p>	<p>Description conveys clear understanding of the subject matter.</p> <p>Description offers specific and sufficient examples and evidence.</p> <p>Description contains some of the necessary information.</p>	<p>Description conveys limited understanding of the subject matter.</p> <p>Examples and evidence are imprecise and/or are too brief</p> <p>Description relays little and/or unnecessary information.</p>
Analysis or Comparison of Theoretical Perspectives	<p>Analysis uses vocabulary effectively in the assessment of a work.</p> <p>Provides an in-depth, nuanced account of the work.</p> <p>Displays excellent critical thinking throughout, in evaluation of ideas and evidence.</p>	<p>Analysis has inconsistent use of vocabulary.</p> <p>Most topics are addressed in substantial detail.</p> <p>Shows evidence of evaluation of ideas and other forms of critical thinking.</p>	<p>Inaccurate or very generalized use of vocabulary.</p> <p>Analysis and conclusions are consistently broad and general.</p> <p>Little evidence of critical thinking—only summary without sufficient analysis or elaboration.</p>
Evaluation or Conclusion	<p>Evaluation is in-depth and based on evidence and examples from the analysis.</p> <p>Evaluation offers fresh angles or insights into the topic.</p>	<p>Evaluation is mostly sound and based on evidence in the analysis.</p> <p>Evaluation synthesizes existing review on the topic.</p>	<p>Evaluation is superficial and/or unsupported.</p> <p>Evaluation repeats conclusions of existing review.</p>
Language and Conventions	<p>Word choice and sentence style reflect a clear attention to their effects on the intended audience.</p> <p>Text is virtually free of errors in grammar, syntax, punctuation & spelling.</p> <p>Quotations and citations enhance the essay's argument or purpose, and follow the AAA style guide.</p>	<p>Word choice and sentence style are appropriate for the intended audience.</p> <p>Though some few errors may still be present, text demonstrates effective control of grammar, syntax, punctuation & spelling.</p> <p>Quotations and citations follow the AAA style guide.</p>	<p>Word choice and sentence style may be unclear or inappropriate for the intended audience.</p> <p>Errors in grammar, syntax, punctuation & spelling are numerous enough to draw attention away from content and/or obscure understanding of content.</p> <p>Quotations and citations do not enhance the argument, and/or do not conform to AAA style.</p>