

For Committee Use Only

Course	BLBC 302
Date Submitted	12-02-10
Action	Approved
Date Action Taken	12-08-10

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: Methods of Teaching Language Arts in the Elementary School

Course #: 302

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Methods Tch. Lang. Arts

Course Title: WIP:Methods of Teaching Language Arts in the Elementary School

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): BLBC 302 provides the teacher candidate with knowledge and skills: Materials and techniques for the teaching of writing, speaking, and listening. Focus is on the function of language in the life of the child, the relationship of language in other areas of learning as well as in multicultural settings. Attention is given to linguistically and culturally diverse learners and students with special needs in the regular and middle school classroom. Emphasis is on intermediate and middle school grades. Concurrent course: BLBC 301 and COE Admission.

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).

<p>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.</p>
<p>Active instruction occurs in several ways. First, students receive intensive modeling and practice in lesson-plan writing, the core disciplinary writing for teachers. Once this foundation is established, they are given instruction and guidance in unit-planning. Detailed instructions and examples are provided, culminating with the creation of an original unit of study for culturally and linguistically diverse elementary school students. Included in this unit, or as a separate assignment, students will also write a hypothetical letter to parents, another crucial task that these future teachers will be expected to do utilizing exemplary literacy and communication skills. Models will be provided in class. Every assignment in BLBC 302 is a writing assignment.</p>
<p>2. Students will write the equivalent of at least 15 pages of graded assignments over the course of the semester. NOTE: See <i>Guideline 4</i> for more specific information about these graded assignments.</p>
<p>Assignments across all sections of BLBC 302 will exceed this criterion. Page two of the syllabus lists "Core Writing Assignments" and minimum page requirements:</p> <ul style="list-style-type: none">-Multicultural Literature Review (minimum 10 pages)-Journal Article Review (minimum 2 pages)-Spelling/Phonics Case Study (minimum 4 pages)-Writing Process (minimum 3 pages)-Language Arts Unit (minimum 10 pages)-Take-Home Final (minimum 3 pages)
<p>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.</p>
<p>Students will write a summary and critique of children's books, review a professional journal article, analyze and describe data obtained through a case study, compose a personal or creative narrative, and engage in disciplinary writing of lesson plans and a unit. Some assignments ask students to write for a specific audience: a hypothetical parent community, and a hypothetical school principal (Language Arts Unit, p. 4; Final, p. 5).</p>

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.*

In this syllabus, 170 out of 200 points are on graded writing assignments, reflecting 85% of the course grade. See page 3.

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.

Two assignments fulfill this requirement: the Lesson Plan and the Writing Process.

Students will write several drafts of a lesson plan before receiving a grade, because this form of writing is new to them and unique. Instructor feedback on each draft will help them to master this craft. See page 4 of the syllabus.

Through an exploration of the writing process, students will write a personal or creative narrative. They will experience peer and teacher revision and editing, and write several drafts before a final one is completed. As part of the assignment, a written reflection about this process will be required. See page 4 of the syllabus.

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.*

The most prominent of these ungraded, writing-to-learn assignments, is the Reading Reflections. Students will be required to submit to Blackboard 1-page responses to each week's reading. These will not be graded, but points will be given for completion. Students will also be given in-class prompts for informal journal writing; the topics will correspond to the reading and course content each week. Students will complete admit and/or exit slips at several points during the semester. Students will engage in a "write-around" exploring themes from their Literature Circle books. Students will practice "nonstop writing" to demonstrate how to activate background knowledge.

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)
See sample assignment included here on pages 8 and 9.

Please answer the following questions regarding this sample writing assignment:

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

See rubric attached here on page 9.

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

This assignment is connected to the following objectives (page 1 syllabus):

1-The competent teacher candidate plans lessons and units effectively for reading and language arts instruction.

9-The competent teacher candidate evaluates, selects, and uses literature and other texts that reflect the diversity of learners' backgrounds, cultures, languages, interests, abilities, reading levels, and instructional needs.

11-The competent teacher candidate uses and incorporates modern technology into language arts instruction.

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

READING REFLECTIONS on Classrooms that work: They can all read and write (20 pts.):

Purpose: To gain background knowledge and a solid foundation of current literacy research and practical classroom applications

Task: Follow the schedule below and respond in writing. Each should be 1-page, double-spaced, 12 pt. font. Post to BB by midnight of the night before class. Think of this as your “Guide-O-Rama.” (H. Daniels)

- Week 2, Ch. 1, 2: What kind of classroom environment do you visualize when reading about the authors’ ideas? What ideas or points leap out at you? Did your school experience match what is portrayed in these chapters in any way or was it very different?
- Week 4, Ch. 5: List your 2 favorite activities and describe why you think they would enhance literacy learning.
- Week 5, Ch. 3: What concepts in this chapter are new to you? Ch. 4: List 3 ideas in this chapter that appeal to you and explain why you think they’re important. Ch. 10: Are the assessment tools in this chapter mostly formative or summative? Formal or informal?
- Week 6, Ch. 6: How do you remember learning vocabulary in school? Do you think it was effective? What ideas appeal to you in this chapter?
- Week 8, Ch. 7: Look at the comprehension strategies on p. 120. Reflect on what you do when you read. Do you think you engage in any of these cognitive processes? Then list your favorite activity from the chapter. Ch. 9: List your favorite activity from this chapter. Why do you think writing-to-learn activities have been found to enhance learning?
- Week 10, Ch. 8: The first part of this chapter explains what is called “process writing.” What is the most important message you take away from this? Have you ever engaged in a true writing workshop, going through all the phases of the writing process discussed? The second part of the chapter explains what is called “focused writing.” This kind of writing is taught to focus on particular forms and sometimes used a specific template or graphic organizer. What kind of writing instruction do you recall from elementary or middle school? How do you feel about yourself as a writer today?
- Week 13, Ch. 11: What is the most important concept you gained from this chapter?
- Week 15, Ch. 12: How does this chapter help you to visualize a real classroom?

Evaluation criteria: 2 pts. per week where there is reading required. You will be given credit for completion but not graded on the writing.

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 make short comments through Blackboard on students' responses, as well as use student responses for the basis of class discussions.

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

This connects to the main goal of providing a solid foundation of the practice of teaching language arts. It applies to all 12 Learning Outcomes. It also forces the students to think about the readings, not just skim through them.

Multicultural Children's Literature Review

Purpose:

- To read, review, and critique a wide range of literature for children and young adults that reflects the diversity of today's students
- To utilize Internet resources for finding high quality children's literature
- To learn about materials and strategies that will motivate future students to read independently
- To learn how to incorporate high quality books into the language arts curriculum

Task:

Select and read 3 novels and 2 picture books that feature individuals from different cultural, religious, ethnic, and exceptional learner groups. Use the following websites to help you select high-quality books:

- a. www.ala.org (American Library Association) and search for Newbery award
- b. www.ala.org Search for Caldecott award
- c. www.ala.org Search for Coretta Scott King award
- d. www.ala.org Search for Robert Sibert award
- e. www.ala.org Search for Pura Belpre award
- f. www.ala.org Search for Michael L. Printz award
- g. www.janeaddamspeace.org
- h. www.scottodell.com/odellaward.html
- i. www.rebeccacaudill.org
- j. <http://www.apalaweb.org/awards/awards.htm> (scroll down to see the children's portion of this award site)

Write a review of each book that includes the following:

- Summary demonstrating an in-depth understanding
- Critique that explores author's purpose, authenticity of representation, and issues of social justice

Format:

- APA style citation of the book
- Summary
- Critique
- 2 page minimum per book will be required

Due date: Week 12

Evaluation criteria: 25 points. The rubric below will guide you as you prepare this assignment, and will be used to evaluate you for a grade:

Multicultural Literature Rubric

<p>25 points</p>	<ul style="list-style-type: none"> • Bibliography contains a minimum of 5 sources. • Summary reflects an in-depth understanding of the text • Critique carefully examines author’s purpose, authenticity of representation, and explores issues of social justice • Bibliographic sources consistently follow APA style. • Writing is organized in meaningful paragraphs and responses are very clearly expressed. • Writing is free of spelling, grammar, and punctuation errors.
<p>20 points</p>	<ul style="list-style-type: none"> • Bibliography contains 5 sources • Summary reflects clear understanding of the text • Critique examines author’s purpose, authenticity of representation, and mentions issues of social justice • Bibliographic sources follow APA style—may have 1-2 errors in citation. • Writing is organized and responses are usually expressed clearly. • Writing is mostly free of spelling, grammar and/or punctuation errors, but a few might be present.
<p>15 points</p>	<ul style="list-style-type: none"> • Bibliography contains 5 sources. • Summary provides an abridged overview of the text • Critique does not specifically address author’s purpose, authenticity of representation, or mention issues of social justice • Bibliographic sources follow APA style—may have several errors in citation. • Writing is not always consistent in following a logical organization. Some responses are unclear. • Writing is not free from spelling, grammar, and/or punctuation errors; 1 or more appear on several pages.
<p>10 points</p>	<ul style="list-style-type: none"> • Bibliography contains fewer than 5 sources. • Summary does not represent a clear picture of the text • Critique is vague and does not address author’s purpose, authenticity of representation, and/or mentions of social justice issues • Bibliographic sources do not follow APA style; may have copious errors in citation. • Writing is disorganized; responses are ambiguous. • Many spelling, grammar, and/or punctuation errors appear throughout.
<p>0-5 points</p>	<ul style="list-style-type: none"> • Bibliography contains fewer than 3 sources. • Summary is incomplete. • Critique is superficial, incomplete, or missing. • Bibliographic sources do not follow APA style. • Writing is incoherent. • Many spelling, grammar, and/or punctuation errors appear throughout.