

**For Committee Use Only**

Course	CMTC 200 (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](http://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](mailto:mk-hahn@neiu.edu) with any questions or visit <http://www.neiu.edu/~wip> for more information.

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## Writing Intensive Course Proposal Form

### INSTRUCTIONS

The following need to be submitted electronically to WIFAC at [mk-hahn@neiu.edu](mailto: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.

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Subject: CMTC

Course #: 200

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Theories of CMT

Course Title: WIP:Theories of Communication, Media and Theatre

Average Weekly Contact Hours: 3

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): This course is a writing intensive experience, designed to introduce students to the functions and applications of various theories in communication, media and theatre. Students will gain an understanding of the foundations of these disciplines; recognize the broad categories of theoretical perspectives, such as humanistic, social scientific and critical; and evaluate the contributions of various theories in interpersonal, rhetorical, organizational, media, dramatic and intercultural contexts. This course includes formal (graded) and informal writing exercises of varying length and complexity, including but not limited to: free-writing, reading responses, and article critiques, as well as more advanced analysis and application papers.

## 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 <b>active instruction in disciplinary writing</b>. Students will be introduced to, research and apply the APA writing format in a number of exercises and WID papers. (See calendar weeks 3 &amp; 4)  Students will examine and critique scholarly research (in writing) in the in fields of Communication, Media and Theatre. (See page 2 of syllabus)  They will also produce a formal application paper comparing various theoretical perspectives focusing on a particular CMT phenomena. (See the formal paper assignment attached) Description is on page 2 of the syllabus.</p>
<p>2. Students will write the <b>equivalent of at least 15 pages of graded assignments</b> over the course of the semester. <b>NOTE:</b> See Guideline 4 for more specific information about these graded assignments.</p>
<p>Graded assignment include the following: six application paper of 2-3 pages, two critiques of scholarly work of 1-2 pages each, midterm and final take home exams in essay format (approximately 6-8 pages combined), and one 6-8 page final synthesis paper, that requires a draft and revisions. This is a total of approximately 26 pages of graded written work. Description in syllabus under graded work.</p>
<p>3. Each Writing Intensive course will require <b>multiple types of writing</b>. 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 engage in a variety of graded and ungraded writing, such as weekly elaboration papers, reading responses, "muddiest points", case studies, critiques of scholarly research articles, essay exams, and theoretical analysis and synthesis papers. Description in syllabus under graded work.</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.*

88% of the course grade is based on graded written assignments.

Assignment	points	approximate %
Application papers 6@ 10 points	60	(28% of total grade)
Article critiques	20	(10% of total grade)
Exams	50	(24% of total grade)
Final synthesis paper	50	(24% of total grade)
Daily participation	30	(14% of total grade)

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Total points possible 210

This information can be found on p. 2 of the syllabus.

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.

The students have two opportunities to revise and resubmit papers during the semester. They will receive feedback (written and oral) on of the smaller application papers. For the larger final research paper students must turn in at least one draft of the final paper. This draft is ungraded and will include written feedback from the instructor. Each student will also be required to meet with the instructor for oral explanation and discussion about revising the paper.

This information can be found on the syllabus under ungraded and graded assignments.

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.*

I have students write one-minute papers based on the readings and/or discussions for that week. These are generally 1-2 paragraphs and may include comments, questions, examples for analysis, etc. They are given opportunities to free write questions and/or concerns about the course or their work. They also analyze case studies each week, in writing, to presented orally in a discussion format. These exercises are all ungraded and receive no credit - other than self edification. (see ungraded assignments in on page 2 of the syllabus)

## **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)

CMTC 200

Synthesis Paper (50 points)

Dr. Nanette Potee

This is a research paper. So, questions that have little substance and may have been written in class rather than at home will be penalized. Last minute papers often read as such. Research papers are carefully focused around one idea or purpose, are carefully organized, and contain appropriate support from the readings. In other words, your opinions are welcomed, but answers that are merely opinion and not couched in the ongoing discussion about the topic you are addressing will be penalized. It's best to not only use the paper from this course, but to search for other appropriate scholarly materials. Time magazine is not a scholarly source, though it may serve as exemplary material, and introduction, etc. Finally, the dictionary is hardly ever a scholarly source.

Respond to the following:

Choose one of the theories we have covered so far and apply it to a "real life" communication situation/event/phenomenon.

Your response should include at least three main sections, for example:

1. **Theory Summary:** Describe the theory you have picked using relevant materials from our course and outside sources.
2. **Application/Example:** Identify the communication event/phenomenon to be interpreted by this theory. Describe the event in a manner that provides the reader with a clear understanding of the event. Then, systematically demonstrate how the theory would conceptualize the phenomenon that you have chosen and show ways in which the approach would be applied to your topic. In other words, you must demonstrate the value of the theory for the topic you have chosen.
3. **Evaluation/Summary/Conclusion:** Finally, provide a clear conclusion that summarizes your findings and/or arguments. You may also wish to answer questions such as: what has the theory left unexplained and why? How might the theory be improved, if possible? etc.

Your task for this paper is to construct a formal paper (6 - 8 pages) that applies a communication theory to a communication phenomenon. Your paper must follow APA formatting procedure.

Sample Essay: For Form not Substance

Topic: Use systems theory from Chapter three to describe and explain language.

After a short introduction the paper may unfold as follows:

### Theory

Systems theory is a general term that captures the theoretical notion that communication functions as system. A system is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts (Littlejohn, 1999, p. 41). So, a human body can be viewed as a system with various parts working in interdependence for a greater whole.

System theory has its roots in the writings of Karl Marx and Charles Darwin. The general concepts central to systems theory are wholeness, hierarchy, . . . (Littlejohn, p. 42).

A system consists of four things: objects, attributes, internal relationships, and environment (Littlejohn, 1999, p. 41). (a completion of this paragraph might include a succinct definition of these terms).

In many ways language can be viewed as a system. (go on to show how).

### Application

As a subset of language studies, syntactics is the study of how signs relate to other signs. Thus, syntactics can be viewed as an approach to language that has its roots in systems theory. The objects are the words, the internal relationships are which order do the words come in, . . . . In the end, all these interrelated concepts work as a whole in system(s) called sentences, paragraphs, or short stories. (At this point the writer might fill out the application more fully by discussing other practical notions that systems theory implies.)

### Conclusion

Though it is possible to use systems theory to describe language, the application can be misleading. I will share four of the central ways that the application can be misleading. First, Littlejohn (1999) states that systems theory provides no useful information (p. 57). In other words, though I can explain language as a system, the theory itself, provides little new information about language. Therefore...

### References

Littlejohn.....

Please answer the following questions regarding this sample writing assignment:

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

All students receive the rubric with the paper assignment. (Please see attached, p. 9.)

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

This specific assignment is directly related to the over all goals and learning outcomes of the course, by directing students to explore, explain, analyze and apply various theories to particular CM and/or T phenomena. Students are required to write and revise drafts of this paper, as well as utilize the APA style writing format used in scholarly writing in our fields.

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## INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

I generally present these types of in-class writings orally. Once a week, I ask the students to write a "One minute paper" based on their understanding of the readings for that week. These are generally 1-2 paragraphs and may include comments, questions, examples for analysis, etc. They also are given opportunities to free write questions and/or concerns about the course or their work. Before I ask for this type of writing I will have explained the rationale for the use of daily writing experiences. It is my belief ( as well as many other educators) that this type of writing has several purpose: it gets students focused on the topic for the day, allows them to express their questions, comments and/or concerns and gets them used to writing on a regular basis.

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?**

On some occasions I will provide written comments of their papers. I also use them as discussion starters in class upon completion of the writing. In terms of the free writing, I generally respond in writing and then follow up orally if needed. These types of assignments carry no credit.

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

Again these types of WTL exercises are directly related to the over all goals of the course and specifically learning outcomes 1-4.

# Rubric for Synthesis Paper

Theme/Quality	Exceeds Standard	Meets Standard	Below Standard
Purpose and Audience	<ul style="list-style-type: none"> <li>• Paper fulfills directives for the assignment with originality &amp; complexity.</li> <li>• The purpose or thesis is integral to the paper's development and organization.</li> <li>• Diction, tone and amount of detail are effectively adapted to a particular audience throughout the paper. Possible objections to the argument or alternate conclusions are anticipated and addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper responds to all directives for the assignment.</li> <li>• The purpose or thesis is clear throughout the paper.</li> <li>• Diction, tone and amount of detail are consistent, generally anticipating a particular category of readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper does not address key directives for the assignment.</li> <li>• No single purpose/focus/thesis unifies the paper.</li> <li>• Paper suggests little or no awareness of intended readers.</li> </ul>
Development of Ideas	<ul style="list-style-type: none"> <li>• Paper conveys understanding of and engagement with the subject matter.</li> <li>• Paper's examples and evidence support the paper's purpose or thesis fully and convincingly.</li> <li>• Paper displays excellent critical thinking throughout—whether through synthesis, analysis, or evaluation of ideas, assumptions and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper conveys clear understanding of the subject matter.</li> <li>• Paper offers specific and sufficient examples and evidence.</li> <li>• Paper shows evidence of synthesis, analysis, evaluation of ideas and other forms of effective critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper conveys limited understanding of the subject matter.</li> <li>• Paper's examples and evidence are imprecise or too brief.</li> <li>• Paper offers little evidence of critical thinking--only summary, or incomplete or unrelated ideas, without sufficient analysis or elaboration.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• Paper's organization is both logical and creative in ways that make the paper's form part of a specific argument.</li> <li>• Simple transitions are avoided; relationships between ideas are explored deeply and carefully articulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is logically organized to aid readers' understanding.</li> <li>• Transitions are used to create effective connections between and within paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper's organization is unpredictable and seems unplanned. Also, paper may lack an introduction or conclusion.</li> <li>• Relationships between ideas may not be explicit.</li> </ul>
Language and Conventions	<ul style="list-style-type: none"> <li>• Word choice and sentence style reflect a clear attention to their effects on the intended audience.</li> <li>• Paper is virtually free of errors in grammar, syntax, punctuation &amp; spelling.</li> <li>• Quotations and citations, when used, are appropriate to the discipline, correctly formatted, and enhance the paper's argument or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice and sentence style are appropriate for the intended audience.</li> <li>• Though some few errors may still be present, paper demonstrates effective control of grammar, syntax, punctuation &amp; spelling.</li> <li>• Quotation and citation form are appropriate to the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice and sentence style may be unclear or inappropriate for the intended audience.</li> <li>• Errors in grammar, syntax, punctuation &amp; spelling are numerous enough to draw attention away from content and/or obscure understanding of content.</li> <li>• Quotation and citation form may not properly acknowledge the sources of the paper's information or argument.</li> </ul>