

For Committee Use Only

Course	ENGL 210 (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
- Have CU class-size adjustments following the contractual guidelines specified for ENG 101
- 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: ENGLISH

Course #: 210

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Methods for English Majors

Course Title: WIP:ENGL 210: WIP: Methods for English Majors

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): Writing Intensive course designed as first course for English majors. Provides practical foundation in the methods essential to English Studies: active reading, critical thinking, and purposeful writing. Skills such as note taking, quoting, using MLA style, summarizing arguments, and synthesizing and documenting others' opinions will be emphasized. Course will also explore multiple perspectives on controversial topics relevant to the discipline. Coursework develops strategies of effective critique, argument, and analysis, and will consist of informal writing, review essays, and thesis-driven analyses of rhetorical and literary texts. Open discussion and critical thinking required. Prereqs: successful completion of English 101 & 102. (WIP)

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**.

This course provides students active instruction in writing in the field of English Studies, including rhetorical and literary analysis geared to teach our new majors how to write (and read, and think) like an English major. Active instruction will include modeling critical thinking by guiding students to ask questions and question answers; working directly with rhetorical and literary texts will also allow for class discussions that evaluate the effective writing techniques of others; working through sample student papers will illustrate strong writing strategies as well as afford models of effective revision. We will make use of required course textbooks/skills manuals to plan and draft essays, as well as to direct in-class revision workshops. In addition, course readings and discussions are linked thematically and conceptually to writing exercises such as informal 'Guided Journal' writing, Blackboard discussions, and formal essay assignments. In this way the course actively builds students' skills as English majors by modeling and emphasizing the ways that critical thinking, reading, and writing go together. Informal extemporaneous writing is also directly related to course readings and essay assignments, such that writing, reading, and discussion are always interrelated by the course. In these ways, formal essays are shown to be an advanced stage of a multifaceted process. Regular instructor guidance and feedback helps demonstrate and support the multiple stages that lead to formal critical essays (see syllabus description of Course Work, pp 2-3).

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.

Graded Writing Assignments (see item #4 under Course Work, p 3 of the syllabus). Each essay will build on required, ungraded steps to emphasize the process involved in developing written arguments. In addition, each essay offers opportunity for revision.

1. Review of Rhetorical Essay (2 x 2-3 pages = 4-6 pages)
2. Critical Essay (2 x 2-3 pages = 4-6 pages)
3. Literature Review of Literary Criticism (2 x 2-3 pages = 4-6 pages)
3. Literary Analysis (2 x 2-3 pages = 4-6 pages)

The final possible page count is 16-24 pages.

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.

There are multiple types of formal essay assignments, as noted in guideline #2 above (rhetorical essay, critical essay, literature review, and literary analysis). In addition, multiple types of writing guide students toward the formal essays: periodic "minute papers" or other forms of extemporaneous, in-class writing, regular Blackboard posts, and Guided Journal entries allow students to explore issues and practice critical strategies in ways that will provide the groundwork for the more in-depth, specific analysis required of their formal essays (On syllabus, see items #1-3 in description of Course Work, pp 2-3.)

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.*

60% of the Course Work for ENGL 210 represents graded writing assignments that evaluate grammar, mechanics, and style in addition to content. (On syllabus, see item #4 in Course Work, p 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.

Each of the four formal essays involve revision as part of the assignment: each receives written feedback and guidance for improvement from the instructor before going through a revision process. (See item #4 in description of Course Work, p 3; see also course schedule, and "Revising with help" in weeks 4, 7, 8, and 11.)

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.*

Development of each of the four formal essays includes ungraded, required steps such as extemporaneous, in-class "minute writes" or "muddiest point" writes, guided journal entries, and Blackboard Discussion posts. Students receive credit for completing these informal writing exercises, but they are not graded. As indicated in the description of Course Work (p 2), periodic extemporaneous writing in class is not part of the overall graded course work; the guided journal and Blackboard posts are based on credit for completion.

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)

ENGL 210: WIP

FORMAL, GRADED ASSIGNMENT

Student Assignment Sheet

Essay #3: Review of Literary Essay (3 pages)

We have been investigating the issue of authorship and some of the controversies that surround it. In this essay assignment you will interact critically with T. S. Eliot's ideas about where great poetry comes from by reviewing Eliot's essay "Tradition in the Individual Talent." Pick one of the following options as a guide to organize and structure your essay.

In this assignment you will be evaluated on mechanics as well as on content, ideas, and clarity of expression.

Option 1:

Write a three-page critical review of T. S. Eliot's essay "Tradition and the Individual Talent" and structure it in the following way: in part one, summarize Eliot's definition of tradition and the role within tradition of a poet's individual talent. In part two, answer the following questions: "What are the strengths and weaknesses of Eliot's views about tradition and individual talent?" and "How do Eliot's ideas fit into the literary debate about authorship?"

Option 2:

One day you receive the following letter:

Dear Literary Critic:

I am a science major struggling to understand the discussions of poetry and authorship in my English class. A friend suggested that I check out T. S. Eliot's idea that the mind of the poet—perhaps like authorship in general—is like a piece of platinum. I work with catalysts in my science lab, and I think I could make some sense out of a discussion of poetry and authorship that's put in scientific terms. As a literary critic, you must be familiar with Eliot's ideas. Can you help me understand poetry and authorship from his perspective by explaining how a poet (or any

author) can be a catalyst? What happens to the poet's individual personality—how can a human being be a catalyst? Also, what gets produced in the 'experiment'? Finally, should I recommend T. S. Eliot to other scientists interested in understanding poetry? Any details you can provide to help me better understand the scientific aspect of poetry will help me out a lot.

Sincerely,
Bilbo Bunsen

Write a letter to Bilbo responding to his questions.

Grading Criteria (for narrative description of criteria for formal written work, see pages 3-5 of the course syllabus):

- Demonstrated understanding of T. S. Eliot's views on poetry and the poet's role in tradition, and also what these views suggest about Eliot's stance on the issue of authorship.
- Accurate and faithful summary explanation of Eliot's argument.
- Reasoned assessment of Eliot's argument.
- Evidence of careful proof reading, and an essay that is reasonably free of mechanical and grammatical errors.

Please answer the following questions regarding this sample writing assignment:

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

This assignment will be evaluated as a formal written assignment, in that students will be given guidance on how to improve both the content and the style/mechanics of the essay. (For criteria for formal written assignments, see pages 3-5 of the course syllabus.) Opportunity for revision allows students to strengthen their work and emphasizes that the writing/revision process is never "complete."

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

This assignment relates to the following outcomes (for the full list of course outcomes, and how they are tied to the Goals of the English Program, see pages 1-2 of the course syllabus):

- Read actively to recognize a writer's rhetorical strategies and to extrapolate and summarize the main thesis and sub-arguments of essays and other short texts.
- Critique the effectiveness of various rhetorical and literary texts.
- Recognize that texts are often trying to change our view of something, and discuss the ways that various kinds of literary and rhetorical texts do this.
- Write purposefully to make and support an argument of your own, or to summarize and/or critique an argument of someone else.
- Students will produce written work that adheres to the mechanical and academic conventions of English studies by accurately using quotations and paraphrase, referencing secondary sources, and employing MLA style.
- Students will produce written essays that are structured and organized with purpose, and that clearly and responsibly credit all sources of ideas and perspectives.

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

ENGL 210: WIP

INFORMAL, UNGRADED ASSIGNMENT

Student Assignment Sheet

Guided Reading Journal (full credit received for timely completion of each guided journal entry)

As part of the assignments for this course, you will keep an informal, guided reading journal in which you will respond to prompts that raise questions about the topics and readings of the course. The process of thinking is the key here, not the mechanics of formal writing, so don't worry about correct spelling, grammar, or sentence structure. Instead, think out loud on paper or your keyboard, and don't worry about an external reading audience. You are your own audience here; use your journal as a way to write through your own thoughts.

The regularity of your journal writing is another key. Think of your journal as a regular "fix," a habit of thinking about the course material; regular journal writing will make you a more focused thinker, a deeper thinker, helping you come to see English Studies as a field of inquiry and controversy rather than a set body of information. The more you see yourself asking questions and questioning answers, the more you will be thinking like a rhetorician or a literary critic.

How do I write a journal entry? Write or type for 15 minutes non-stop on a given question or problem—this is called "focused freewriting." Think out loud as you write or type, and write/type as fast as you can; do not worry about mechanics or grammar. If your mind goes blank, breathe deeply and relax until a new thought comes to your mind. Stay focused in this way, and explore your response to the question as fully as you can in 15 minutes.

How long is a journal entry? Each entry should be the result of 15 minutes of concentrated thinking and writing. The practiced freewriter can easily produce two or more pages of single-spaced prose in 15 minutes. A reasonable goal, though, is one full page of prose. Consider each entry to be one page, and aim for somewhat more. When you freewrite, set your watch for 15 minutes and write or type nonstop. If you write a page or more of prose in that time, you have completed your entry.

Do I get credit just for doing the entries? Yes, with the understanding that entries show that you are thinking about the assigned reading and staying focused on your chosen guided prompts.

Procedures for keeping your journal. You will be given a set of journal questions that correspond to each of our four controversial topics and the readings that go with them. For every topic, choose two prompts to freewrite about in your journal.

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?

Students may be asked to read from their Journals to start classroom discussion; journal entries will be checked in class for completion, but they will not be formally evaluated other than to verify that they have been completed in the spirit of the assignment. Students receive credit for completing the journals.

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

The Guided Reading Journal will address the following course outcomes (for a list of all the outcomes related to ENGL 210, see the course syllabus, pages 1-2):

- Explain the difference between description/observation and analysis/argument, and provide examples.
- Explain what a thesis argument is, including elements that contribute to a strong thesis argument.
- Read actively to recognize a writer's rhetorical strategies and to extrapolate and summarize the main thesis and sub-arguments of essays and other short texts.
- Critique the effectiveness of various rhetorical and literary texts.
- Recognize that texts are often trying to change our view of something, and discuss the ways that various kinds of literary and rhetorical texts do this.