

**For Committee Use Only**

Course	ENG 310
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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:  
ENGL

Course #: 310

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Intro to Composition Studies

Course Title: WIP:Introduction to Composition Studies

Average Weekly Contact Hours: 3

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog):

Examines some contemporary issues in composition studies, such as process theory, the role of grammar in writing instruction, digital and visual literacies, and scholarly considerations of writers' subjectivities. Introduces the discipline's modes of inquiry: theory, empirical research, and practice. Provides instruction in professional resources and bibliographic databases so that students can become independent learners in the discipline. Written assignments include responses to readings and a literature review. This course fulfills the NEIU Writing Intensive

requirement for Secondary Education English majors and for English majors who as transfer students may have already taken a course comparable to English 210.

## 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**.

The textbook *Bibliographic Research in Composition Studies* will be used to teach students discipline-specific methods of researching and writing about composition studies. The book provides very detailed instructions for writing annotated bibliographies and literature reviews, which are common genres in composition studies.

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.

The length of written graded assignments is as follows:

Paper 1: 3 - 4 pages

Paper 2: 2 - 3 pages

Paper 3: 1 - 2 pages

Paper 4: 1 - 2 pages

Annotated bibliography: 5 - 6 pages

Literature review: 4 - 5 pages

If a student writes the minimum number of pages for each of these graded assignments, the student will have written 16 pages of graded text.

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.

The first four papers in the course require students to reflect and respond to course readings. Students must also write an annotated bibliography and a literature review.

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.*

Written assignments are worth 110 points of the total 150 points possible in the course, which is 73% of the course grade. The points assigned for written assignments is as follows:

Paper 1: 20 points

Paper 2: 20 points

Paper 3: 10 points

Paper 4: 10 points

Annotated bibliography: 25 points

Literature review: 25 points

All written assignments are graded on content as well as written expression. See the "formal graded assignment" later in this form for a sample grading rubric. The 40 points that remain in the course (roughly 27%) are for 2 brief oral presentations (10 points each) and class participation (20 points).

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 annotated bibliography assignment will be very process-driven, with students receiving feedback from the instructor but no grade on several sequential documents as they prepare this major assignment: a topic proposal, a preliminary bibliography, and a revised bibliography with 3 sample annotations. For the literature review assignment, students will receive feedback from classmates on an outline and will receive feedback from the instructor on a completed draft of the assignment before they revise it for a grade. Also, students will receive feedback from other students (but not the instructor) on a draft of Paper 2.

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.*

At the beginning of many class meetings, students will be asked to write brief responses to questions about the assigned readings, which will then be used to begin class discussion. Students will receive credit but no grade for responding to these "discussion starter" prompts. Other examples of ungraded written work include a one-paragraph abstract of Paper 1 that will be shared with the class, a draft of Paper 2, a topic proposal for the annotated bibliography assignment, a preliminary bibliography, a revised bibliography with 3 sample annotations, an outline of the literature review, and a draft of the literature review.

## **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 attachment on page 9.

Please answer the following questions regarding this sample writing assignment:

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

Several stages of each student's assignment will be responded to in writing and in an individual conference before the final due date of the assignment. The completed assignment will then be graded on the point system that is explained on the assignment handout pasted above.

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

One learning outcome for the course is that students gain "the ability to use bibliographic tools to effectively pursue self-directed study of an issue in composition studies." This assignment is meant to accomplish that outcome. Also, this assignment is related to two later assignments in the course: students will convert their annotated bibliographies into literature reviews and then share a synopsis of their literature review through an oral presentation to the class. This sequence of assignments will help each student to gain expertise on a specific issue in the discipline and will allow all students to gain more knowledge about a wide range of issues important to composition studies.

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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.

A frequent ungraded assignment will be brief written responses to questions about the assigned readings. Students will be asked to write these responses during the first 5-7 minutes of class time.

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?**

A small number of students will be asked to share responses in order to begin the class discussion of the assigned reading. All written responses will be collected. Students will not receive comments or a grade on these informal assignments; however, the instructor will read all such responses after class and clarify and misunderstandings of the readings during the following class session. Also, students will receive credit for completing these assignments, which will be one factor in their class participation grade.

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

This activity is connected to the first and second learning outcomes on the course syllabus. Students gain:

- The ability to critically read and respond to scholarship in composition studies
- The ability to reflect on scholarship in composition studies in ways that inform students' own development as writers and, if pertinent, their future pedagogies as teachers

## English 310 Annotated Bibliography Assignment

### **What's due?**

Your annotated bibliography assignment is to identify, cite and annotate 15 sources about a topic in composition studies that you would like to study further; the approximate length of this assignment will be 5-6 pages. It is due on April 18.

### **Why are we doing this assignment?**

This assignment will teach you how to do secondary research in composition studies. It will also allow you to independently study a disciplinary topic that interests you. Ultimately, you will share what you've learned with the class, so that everyone can broaden their knowledge of issues in the discipline.

### **How do I write this?**

The process for completing this assignment is explained in detail in chapter 6 of *Bibliographic Research in Composition Studies*, although the process depends upon information presented in chapters 2-5 of the same text. We will discuss all of this material in great detail during class.

### **Will I get help?**

You will have multiple opportunities to receive feedback from me during your work on this assignment before its final submission. I'll respond to (but not grade) your topic proposal, a preliminary list of your sources, and a revised list of sources with 3 sample annotations. You'll also have an individual conference with me prior to this assignment's final due date.

### **How will the assignment be graded?**

This assignment is worth 25 points, based on the following criteria:

#### **I. Selection of Sources** (worth 10 points; see pages 68-71 of *BRCS*):

- Up to 2 points awarded for quantity of sources
- Up to 2 points awarded for credibility of sources
- Up to 2 points awarded for relevance of sources
- Up to 2 points awarded for timeliness of sources
- Up to 2 points awarded for cumulative merit of sources (sources reflect range of perspectives, genres, & modes of inquiry; coverage of subtopics is in correct proportion)

#### **II. Annotations** (worth 10 points; see pages 113-117 of *BRCS*):

- Up to 2 points awarded for accuracy of source summaries
- Up to 2 points awarded for specificity of annotations (every annotation should indicate what's distinct about that source)
- Up to 2 points awarded for use of evaluative statements in annotations
- Up to 4 points awarded for clear and correct written expression

#### **III. Citation format** (worth 5 points; see guidelines on Blackboard)

- One point will be deducted for each citation that contains a style or formatting error, up to a maximum of five points