

For Committee Use Only

Course	HRD325 (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: Human Resource Development (HRD)

Course #: 325

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:WIP: Communication in HRD

Course Title: WIP: Communication in Human Resource Development

Average Weekly Contact Hours: 2 hrs. 40 min.

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): This course explores the role of oral and written communication skills in the human resource development field. The student will practice the following: impromptu, informational, and persuasive oral presentations; and interviewing, questioning, organizing, researching, and active listening skills. Additionally, the student will demonstrate competence with the following writing tasks: preparing a meeting agenda, project proposal manuscript with recommendations, an e-mail message, an elevator speech, a claims adjustment request, bad news memorandum, and decline of a request. Professionalism; appropriate non-verbal messages; and accurate and effective organization, flow, and mechanics as appropriate for the context, content, and audience are emphasized.

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**.

In-class activities provide opportunities to practice writing and to receive instructor and peer feedback (See Course Syllabus, Classes 3-9 and 10-14, pp. 6-11). Writing activities in-class challenge the student to apply grammatical and mechanical rules to their writing as they work through the various phases of the writing process, specifically the proof-reading and editing phases, as well as through skill-builder exercises from the course text (See Course Syllabus, Classes 4-5, pp. 6-7). A major course project, the persuasive business report with recommendations (aka business report), applies the phases and elements of the writing process and builds incrementally throughout the second half of the semester. Students read about the writing process from their course text (See Course Syllabus, Classes 4-5, pp. 6-7) and apply their skills in class activities as well as on their own. In-class writing activities afford the students an opportunity to learn collaboratively from peers and class instructor about appropriate ways to approach this writing task along the way (See Course Syllabus, Classes 7-11 and 13-14, pp. 7-11). The instructional philosophy here is that one learns best by teaching sometimes--and especially when this is done under the watchful and constructive eye of the instructor. Additionally, the syllabus includes a requirement to submit a draft version of a segment of the final business report for the instructor's constructive feedback (See Class 13, pp. 10-11).

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.

According to the directions/guidelines for completing the following graded written assignments, students will write at least 20 pages over the course of the semester (See Syllabus, Grading Summary, pp. 13-14).

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 in HRD 325: WIP: Communication in HRD will be producing a variety of written products, including notes for a speech (See Syllabus, Course Schedule, Class 4, p. 6), a professional e-mail (See Syllabus, Course Schedule, Class 2, p. 5), a meeting plan and agenda (See Syllabus, Course Schedule, Class 5, p. 6), questions for a speaker panel (See Syllabus, Course Schedule, Class 9, p. 8), a resume and cover letter (See Syllabus, Course Schedule, Class 13, p. 11), a questionnaire for data collection (See Syllabus, Course Schedule, Class 15, pp. 11-12), a table or chart for organizing/managing data/findings (See Syllabus, Course Schedule, Class 15, pp. 11-12), a graphic display of findings (See Syllabus, Course Schedule, Class 15, pp. 11-12), as well as a claim request letter (See Syllabus, Course Schedule, Class 7, p. 7) and claim request denial letter (See Syllabus, Course Schedule, Class 8, p. 7)--all of which are commonly expected within the context of the HRD professional's day-to-day work activities.

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.*

The graded written assignments in the proposed HRD 325: WIP: Communication in HRD course total 680 possible points out of a course maximum of 1,000 points, that is, 68% of the final course grade (See Course Syllabus, Grading Summary, pp. 13-14).

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.

Students are given a plethora of opportunities to engage in writing activities in class involving projects similar to those that will subsequently be assigned to them for grading. The instructor is present while the students complete these activities and therefore teaches by leading a debrief via whole group discussion and/or by conducting small group writing activities during which students assist one another with the various steps/phases of the writing process. More specifically, however, students are required to submit a draft segment of their final business report, a high point bearing written assignment, to the instructor for constructive feedback prior to turning it in for a final grade. This required submission is not graded (See Course Syllabus, Class 13, p. 10).

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.*

In this proposed course, there are multiple in-class writing activities to provide the student with an opportunity to practice without concern for grading, to think through what one will say during a speech or what topics will be included in a meeting agenda, to practice how one might approach an upcoming graded and written assignment, to practice skills required for an upcoming graded assignment, and to prepare notes as one practices for an upcoming presentation (See Course Syllabus, Grading Summary, pp. 13-14). Only the official assignment that builds upon these in-class writing activities is used to calculate the final course grade. Reflection on one's understanding of course activities is especially demonstrated/developed in two ungraded in-class writing activities (See Syllabus, Course Schedule, Classes 5 and 8, six-sentence paragraph and muddiest points, pp. 6-7). Although the six-sentence paragraph assesses students' ability to apply rules governing style and sentence construction, it is done in a fun and unintimidating way, it receives constructive peer critique, and it is not submitted for a grade. The muddiest points activity, on the other hand, is free from any stylistic or grammatical boundaries because the articulated thought process is of paramount concern.

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)

HRD 325 WIP: Communication in HRD

Assignment--Resume (See Course Syllabus, Class 13, p. 11)

Directions:

1. Design a current one- to two-page functional or chronological resume to accompany your T cover letter and job posting.
2. Please see the resume rubric for grading guidelines.
3. Submit your resume with your cover letter in class.

This assignment is worth 75 points.

DUE:

Please answer the following questions regarding this sample writing assignment:

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

This assignment must address the criterion items on the rubric, which the students receive prior to completion of this project. The rubric assesses such items as formatting, organization, professional appearance overall, mechanical and grammatical accuracy, as well as content.

See the rubric attached on page 7 of this document.

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

This assignment is consistent with course objective bullet #11, "Design an up-to-date ressume for your own use" (See Course Syllabus, p. 3).

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

HRD 325: WIP: Communication in HRD

In-Class Activity: Muddiest Points (See Course Syllabus, Class 8, p. 7)

Directions:

- 1) You've just begun your readings about how you would "plan a business report" (Ober, Chapter 9). The purpose of this activity is for you to think through and capture what it is that remains unclear to you regarding the project proposal that you will be creating as your final project and how you might begin your planning process.
- 2) You will need something to write with and something to write on. You will not be turning anything in for this activity, nor will this activity be graded.
- 3) Please take a few moments to write down what it is that is puzzling you about how you might go about planning for this project proposal assignment vis-à-vis what you've just read.
- 4) (Allow the students adequate time to complete their writing. Look around and gauge when everyone is ready for the next step. Perhaps even ask them if they need more time. If they do, allow them to take the time they need).
- 5) When everyone is finished writing, ask them to pair up with a course colleague and share their questions or concerns. Ask them to discuss their perspectives about one another's questions as they feel comfortable.
- 6) (Observe the dynamics of this activity. When students appear to be finished with their discussion, invite them into a whole group share).
- 7) Ask the students: Who will share his or her lingering dilemma about planning the final business report assignment?
- 8) As students pose their questions, jot them down on a flip chart or on the chalk board.
- 9) When students' questions stop or begin to be repetitive, begin to address each question one by one. Allow students to ask additional clarifying questions as needed.

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?**
The muddiest points questions will provide an informal assessment to the instructor regarding what remains unclear to the students after beginning their readings and after having received the rubric and the explanation for the business report final assignment. This information will provide useful information to the instructor in terms of how he or she might explain this project to the students more clearly in the future. Additionally, this activity provides a springboard for more targeted and in-depth explanation by the instructor to clarify the students' articulated concerns about the project.
- 2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?**
The muddiest points exercise addresses the last two bullets under Course Objectives (See Course Syllabus, p. 3).

HRD 325--Rubric: Resume—So That You Might Begin with the End in Mind

Criterion	Possible Points	Actual Points
<i>Length and format</i>		
•No more than two pages	2	
•Uses a simple format with lots of white space and short blocks of text	6	
•Utilizes indenting bullets and/or bold face to show which parts are subordinate to other parts	5	
•Displays <i>appropriate</i> font size, font type, and professional color	3	
•Uses white or off-white paper and background	1	
•Demonstrates professional appearance	3	
• Is 100% error free (mechanics)	11	
<i>Content</i>		
•Includes your complete name only, with no title, at the top of the document	1	
•Includes your name followed by an address, daytime phone number, and e-mail address	2	
•Includes name of the university and location, major, title of the degree, and the expected date of graduation (month & year)	3	
•Omits college courses that are ordinarily required for the desired position	2	
•Uses a consistent chronological (most recent job first) or functional (list of competencies and skills developed) organizational pattern	5	
•Lists duties or skills that are transferrable to the new position	6	
•Describes a problem, task or opportunity, followed by an action that you took and results that were achieved	12	
•Includes any additional information that will <i>distinguish</i> you from the competition	4	
•Omits personal information, such as age, gender, ethnicity, religion, disabilities, or marital status	3	
•Omits mention of references	2	
•Omits hobbies	2	
• Provides evidence that one has highlighted strengths and minimized weaknesses while telling the truth	2	
Total Points:	75	