

For Committee Use Only

Course	LLAS 201 (v. 2)
Date Submitted	10-12-10
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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: Latino Studies

Course #: 201

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Culture & Hisory of Latinos

Course Title: WIP:Culture and History of Latinos

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): This course examines the cultural, social, economic and political aspects of Latino groups. It explores their roles and conditions in the new demographic context of the United States as its largest ethnic minority group.

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>Writing assignments are interwoven into the course through brief in-class writing assignments, brief essays, and two papers. Students will write drafts for the two papers and the essays. Formats for the papers and essays are specified in writing and discussed in class. For example, essays need to be of a specified number of words (between 240-260). Also, for the papers, format instructions specify the sections to be included and the page length for each section. The logic and goals of these specifications are explained in class.</p>
<p>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.</p>
<p>Students will write two five-page papers plus two drafts along with drafts and final copies of five one page essays.</p>
<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>Aside from the papers and essays students will also do informal writing in the form of three letters to the editor and one letter to one of the subjects of one of the class readings.</p>
<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.</p>
<p>The two papers make up for 50 percent of the grade and the essays make up for an additional 20 percent of the total grade</p>
<p>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.</p>
<p>Students have the opportunity to do drafts for the two papers and the five essays. Instructor's feedback will be provided for all of these assignments with ample time before the students submit the re-writing of these assignments</p>

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 class has in-class short writing exercises, three letters to the editor and an email message. In addition, students will post substantial commentaries in blackboard on each others' work

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)
Please see attached document (page 7).

Please answer the following questions regarding this sample writing assignment:

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

Students will receive written comments on the draft and final version of the assignment in terms of content and written expression

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

The assignment examines the interplay of opportunities guaranteed by the U.S. Constitution and competition restrictions imposed by its market economy. This interplay is central in the roles and conditions of Latinos as the country's largest ethnic minority group, which is the focus of the course

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

Please see attached document (page 10).

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?

I will provide written feedback to each letter and a sample of the letters will be read in class for discussion

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

The course promotes a critical understanding of social conditions. As such, it is very important that students recognize individuals as both social and human beings. The assignment focuses on the social situation of an individual in a chapter read in class while engages the students to relate to such individual on a personal basis

Writing Assignment (formal writing)
Essay 3 on Affirmative Action
LLAS 201
Spring 2011

Task

For this assignment you will reflect on the relation of the goals and merits of affirmative action legislation and policies to your professional and civic future. To successfully complete this stage you will:

- Be critically engaged with the readings.
- Be ready to discuss “Affirmative Action to Affirming Diversity” by R. Roosevelt Thomas, Jr. and “The Invisibility of White Privilege” with your classmates in small groups.
- Write a 250 word essay on the impacts of affirmative action legislation for your professional future.
- Submit your essay on Blackboard.
- Discuss your draft with peers.

The *Bakke Case* challenged affirmative action legislation and reversed the momentum in public policies aiming to enhance equal opportunities for social mobility among groups that had been marginalized in the past. The creation of affirmative action legislation roughly coincided with the official recognition of Latinos as an ethnic minority made up by diverse groups with current or ancestral connection to Latin America.

Consider the following questions when completing this task:

- Were certain groups of U.S. citizens and residents systematically excluded from opportunities for social and political advancement?
- Were the policies and measures taken “fair”?
- Was the designation of such groups “accurate”?
- What key principles of U.S. democracy were at stake?
- What economic and political mechanisms were at play?

Audience

You should write this essay for readers with a university level of education.

Purpose

The exploration of factors and conditions related to affirmative action play an important role in shaping the professional and political arena you are about to enter as a future professional and civic leader. The political and ideological contexts of the debate keep shifting. The assignment aims to guide you to evaluate such changes to better prepare you for the challenges and responsibilities ahead.

There are several purposes for assignment:

- Explore the interplay of your constitutional guarantee for equal access to opportunities and rights while understanding the interplay of market factors that greatly condition such opportunities.
- Gain a dynamic sense of the role Latinos are to play as an increasingly larger segment of the population.
- Express with clarity and eloquence your vision on complex matters with objective and informed statements that make up a compelling argument.

Due Dates

- Be critically engaged with the readings “Affirmative Action to Affirming Diversity” by R. Roosevelt Thomas, Jr. and “The Invisibility of White Privilege.”
- Be ready to discuss with your classmates. **Monday, January 24**
- Post draft of essay 3: How does affirmative action relate to you? **Wednesday, January 26**
- Discuss your draft with peers (bring hard copy). **Monday, February 2**
- Drafts returned with comments. **Wednesday, February 4**
- Submit final version of essay 3 on Blackboard. **Monday, February 21**

Format

- All parts of this assignment must be submitted via Bb in Microsoft Word (.doc) format.
- Your name, the date, and LLAS 201 should be in the upper left-hand corner, single-spaced
- Title: Centered one line below LLAS 201
- Font: Times New Roman, 12 point
- One inch margins
- Use APA for references and citations
- Maximum word limit: 250 words

Example

The following sample illustrates the format for this assignment and the use of reading materials to build and support your observations. Please note that the data is integrated into statements that address the assigned question as well as provide an abstract statement of the issues in question. Notice that while the topic of the essay is different, the format, use of data, and focus on the question are exemplified.

The term "Latino" is used to describe a U.S. resident with ancestral or migratory ties to Latin American. Latinos are (20) the largest minority group in this country. Recent studies have shown that the population of Latinos (40) is growing rather quickly. In 1970, the United States Census Bureau reported that 9.6 million Latinos lived here. In 2000, that (60) number changed to 35.3 million. It went up by 25.7 million in forty years! Although their number is (80) growing, Latinos will continue to be a minority group by the year 2050 according to the census. Latinos have (100) contributed a lot to this country. In 2006, 58.7% of Latino males attended high school while 61.7% of Latinas attended (120). The Census Bureau has also reported that the most work done by Latino males sixteen and over (140) is construction and maintenance. As for Latinas sixteen and over, the most common job consists of (160) sales and office work. Demographic trends in the country show that it is of vital (180) importance to assure the advancement of Latinos for the benefit of all sectors and groups of society. Attention to enhance (200) their sense of belonging and entitlement are crucial for all. For that, the mainstream needs to stop making them feel as if they are (220) eternal immigrants and embrace them as a crucial component of our society. In conclusion, Latino means, a hope and (240) a challenge for all, which we can not afford to fail.(250)

Evaluation Criteria

Critical thinking: intellectual merit of your essay in terms of content. Such merit is evaluated regarding your critical engagement with the attempt of addressing past discrimination within a context of scarce resources. Provide clear evidence that you understood the central issues of your entitlements to equal opportunity in light of a market economy. Have you engaged critically, in terms of the assumptions and implications of the discussion, with the questions at hand? Does your essay reflect that your awareness of the issue has been enriched by this assignment? You must also provide evidence of your understanding of the readings and information about the topic discussed. Does your assignment reflect your reading of corresponding course materials? Please at least provide a citations for each of the two readings.

Writing Exposition: pertinence, efficacy, and eloquence in expressing your insights and comprehension of the issues discussed. Are your thoughts stated with clarity and strength? Have you avoided redundancy and vagueness? Is the specified format followed? Are the basic mechanics of grammar and punctuation observed?

Timeliness: your assignments will not be accepted late.

Other Information

It is your responsibility to contact me with any questions or problems you have with this assignment. Make sure you contact me as soon as possible (at the very latest two days before a due date) so that we can find a time to meet. I will not take late assignments. You are responsible for getting assistance with Blackboard and word processing with the tutors at the writing labs.

Writing Assignment (informal writing)

Email message to Imelda

LLAS 201

Spring 2011

Task

In this assignment you will explore the social dimensions of a Latino youth by relating to her as a friend. The Latino youth is Imelda, one of the individuals described by Roberto Suro in the chapter “Children of the Future.” To successfully complete this assignment you will:

- Be critically engaged with the reading.
- Be ready to discuss Imelda’s condition in reference to the census data presented in the previous class. How is her situation representative of other Latino youth? Please also relate your reflections to our reading of Henri’s Cisneros assertions on the importance of Latino conditions for the nation as a whole.
- Write an email message to Imelda. Write the message in an informal tone and “think out” the concerns or questions you have about her condition. What are the similarities and differences between your condition and hers, regardless of gender or nationality differences?
- Submit your essay on Blackboard.
- Discuss your draft with peers.

Consider the following points in writing the email:

- Immigrant parents and U.S. born and raised children
- Generational clash
- “Latch-key children”
- “The American dream”
- “The American nightmare”
- Implications for the country and for Latinos of undereducated and welfare dependent Latinos

Audience

The message is for a 20-something single mother who was a latch-key child of mono-lingual Spanish speaking working class parents. While she may have no formal education, take into account the knowledge and the wisdom that her challenges and strengths may have generated in her understanding of her situation and possibilities.

Purpose

The aim of this assignment is for you to examine the situation of an individual in terms of her social conditions yet relating to her as a human being.

There are several purposes for assignment:

- Please reflect on your own social conditions in terms of the prospects and context of Imelda
- Gain a dynamic sense of the role Latinos are to play as an increasingly larger segment of the population.
- Gain a sense of the expressive capacities of informal writing in contrast to formal writing. .

Due Dates

- Be critically engaged with the reading “Children of the Future.” **Monday, February 7**
- Be ready to discuss with your classmates **Wednesday, February 9**
- Post draft of essay 4: comparison with Imelda **Monday, February 14**
- Discuss your draft with peers (bring hard copy) **Wednesday, February 16**
- **Post email message to Imelda on blackboard Monday, February 21**
- Drafts of essay 4 returned with comments **Wednesday, February 23**
- Submit final version of essay 4 on Blackboard **Monday, March 2**

Format

- All parts of this assignment must be submitted via Bb in Microsoft Word (.doc) format.
- Your name, the date, and LLAS 201 should be in the upper left-hand corner, single-spaced
- Title: Centered one line below LLAS 201
- Font: Times New Roman, 12 point
- One inch margins
- Minimum word limit: half a page
- Maximum word limit: full page

Example

The following sample gives you an idea of the message I would write to her.

Dear Imelda,

I read about you in a book written by Roberto Suro. The chapter is “Children of the Culture” and it makes some very good points about Latino youth by focusing on your experience. It says you left your parents’ home right after your “quinceanera” and after letting them know you were pregnant. You move to live on public assistance with your boyfriend at his mother’s house. You left because you wanted to break away from the constraints of your traditional family. You told Suro that the first day at your new home you felt like an “American.” I wonder how you feel now? How have things turned out for you and your kid? Are you still living with your boyfriend? Do you have more children? Did you go to school? Do you have a job? I am most curious if you got to read what Suro wrote about you. What did you think about it? Did it make you change your mind? He writes that yours is a generation too influenced by TV, glamour and displays of wealth. Yet, that exposure does not guide you as to how to get to that wealth. His point is that, on the contrary, it is more wanting without any sense of how to get what one wants. Has it changed for you now that you are responsible for your child? Have things changed with your parents? He makes it seem that your case is increasingly common among Latino youth. However, I don’t think it is a done deal. I’m sure that people wise up and figure out ways to make it. I wonder how your parents behaved toward you and your child. I want to think that they helped you out. I’m sure they did. What about your siblings? Did your parents ease up their control with them once you left? I truly hope you found a way out of the welfare cycle. Yet, I have never been there. Maybe it is not as bad as every middle class person thinks it is. I don’t think that you are doomed, as the book seems to suggest at the end, or that your case can be seen as representative of Latinos in general. It is a fair warning, still. In fact, I think that even if you end up there, there are ways you’d find to move ahead and out of that situation. I hope you did so.

What You Can Expect From Me

This assignment will receive comments but no grade. I will comment on the quality of your insights in terms of your successful underscoring of the social dimensions in Imelda’s case and, by comparison, your own life. At the same time, by addressing the email message to her, I will also look for the “human contact” of such insights. Remember, we are not dealing with a statistical factor here but a social being, and thus, a human being. My comments will strive to keep your insights within that dynamic balance.

Other Information

It is your responsibility to contact me with any questions or problems you have with this assignment. Make sure you contact me as soon as possible (at the very latest two days before a due date) so that we can

find a time to meet. I will not take late assignments. You are responsible for getting assistance with Blackboard and word processing with the tutors at the writing labs.