

**For Committee Use Only**

Course	NDP 310 (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)

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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.

Departments and programs are encouraged to review the *Developing Writing Intensive Courses: Questions for Departments and Programs to Think About and Discuss* document available through the Center for Academic Writing.

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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.

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>
- Curricular Proposal Transmission Form
- Course Proposal Checklist (and any necessary additional 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: Non-Traditional Degree Program

Course #: 310

New Course       Existing Course

Credits: 3.0

Course Abbreviated Title (29 characters max): WIP: Workplace Diversity

Course Title: WIP: Diversity in the Workplace

Average Weekly Contact Hours: 3.0

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): Workplace diversity is a hallmark of contemporary life. This course explores multiple dimensions of diversity, including race, class, gender, sexual orientation, and disabilities with the goal of preparing students to function in varied settings. The course is a writing intensive experience, offering the opportunity to develop and hone written communication skills applicable to the workplace.

## WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. If information is provided in the syllabus, please copy it here. Refer to the complete guidelines below for more information.

<p><b>1. Active instruction in disciplinary writing</b></p>	<p>Because the Non-Traditional Degree Program is not discipline specific, our writing intensive course contains a variety of disciplinary writing based on the students' needs. The disciplinary writing is focused on the social sciences and humanities with the aim of enhancing writing skills for the workplace.</p> <p>Students will receive instruction for the several parts of a formal business report. This includes criteria used to establish the degree of formality, organizational style, chronological sequence of events, headings (including previews and reviews), differences in length based on solicited or unsolicited reports, and the AIDA plan (Attention, Interest, Desire, and Action) for selling an idea.</p> <p>Students will receive instruction for the format of a formal memorandum, especially as it pertains to communicating interculturally.</p> <p>In the first two core writing assignments, students will receive instruction in MLA formatting. In the second two core writing assignments, students will receive instruction in APA formatting.</p> <p>Also, students will have a library session in week 3 (see page 6 of the syllabus) for research instruction.</p>
<p><b>2. Equivalent of at least 15 pages of graded assignments</b></p>	<p>The Core Writing Assignments (see page 2 of the syllabus):</p> <ol style="list-style-type: none"> <li>1. Analyzing Causes (3-5 pages)</li> <li>2. Proposing a Solution (3-5 pages)</li> <li>3. Collaborative Business Report (3-5 pages)</li> <li>4. Final Business Report (8-10 pages)</li> </ol> <p>The final possible page count is 17 to 25 pages.</p>
<p><b>3. Multiple types of writing</b></p>	<p>Students will write three core writing assignments: 1) Analyzing Causes; 2) Proposing a Solution; 3) Business Report (see page 2 of the syllabus).</p> <p>Students will produce required non-graded steps for each of the four core writing assignments (see page 2 of syllabus--bold section):</p> <ol style="list-style-type: none"> <li>4) Exposition; 5) Outline; 6) Annotated Bibliography (see page 2 of the syllabus); 7) Discussion Board Memos (see page 3 of the memo)</li> </ol> <p>The students will write supporting writing tasks: 8) Learning Logs (see page 3 of the syllabus).</p>

<p><b>4. At least 50% of course grade from graded writing assignments</b></p>	<p>The four core writing assignments make up 60% of students' grades (see page 2 of the syllabus)</p> <table border="0"> <tr> <td>Core Writing Assignments</td> <td>60%</td> </tr> <tr> <td>Analyzing Causes Essay (3-5 pages)</td> <td>10%</td> </tr> <tr> <td>Proposing a Solution Essa (3-5 pages)</td> <td>10%</td> </tr> <tr> <td>Collaborative Business Report (8-10 pages)</td> <td>15%</td> </tr> <tr> <td>Final Business Report (8-10 pages)</td> <td>25%</td> </tr> </table>	Core Writing Assignments	60%	Analyzing Causes Essay (3-5 pages)	10%	Proposing a Solution Essa (3-5 pages)	10%	Collaborative Business Report (8-10 pages)	15%	Final Business Report (8-10 pages)	25%
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<p><b>5. Opportunities for multiple drafts</b></p>	<p>Students save all writing and have opportunities for self-assessment, thus highlighting the importance of the writing process. Each core writing assignment will include several required, ungraded steps in the writing process (see page 2 of the syllabus):</p> <ol style="list-style-type: none"> <li>1. An expository paragraph describing the topic in detail.</li> <li>2. An outline of your writing assignment including a list of possible solutions.</li> <li>3. An annotated bibliography</li> <li>4. A rough draft with a rubric</li> <li>5. Final Draft</li> </ol> <p>Revisions are permitted for the first two essays in the semester, thus adding a 6<sup>th</sup> step and an additional draft (see page 4 of the syllabus).</p>										
<p><b>6. Ungraded writing activities</b></p>	<p>Each of the core graded assignments will have ungraded steps (see page 2 of the syllabus). These include the exposition, outline and annotated bibliography. In addition, the discussion board activities reserved for collaborative writing (see page 3 of the syllabus) will be used for individual discovery writing and cooperative learning.</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.
2. Students will write the equivalent of at least 15 pages of graded assignments over the course of the semester.
3. Each Writing Intensive course will require multiple types of writing in a course. 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.
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.
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.
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.

## SAMPLE ASSIGNMENTS

Include here at least two sample assignments: one formal, graded assignment, and one informal, ungraded assignment. For each assignment:

- Provide the information that will be given to students when the assignment is given,
- Clearly describe how each assignment will be evaluated and/or responded to, and
- Indicate how each sample assignment is connected to course objectives or learning outcomes.

To include more sample assignments, copy and paste the appropriate section below.

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## FORMAL, GRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

Proposing a Solution (Essay #2)

NDP 310

SPRING 2009

Task:

You will write a "Proposing a Solution" essay in which you propose a solution to a problem that you locate in our reading "Dead End Jobs: A Way Out," by Katherine S. Newman. You will define your problem clearly and show its existence (using research) in the Chicago area. You will defend your solution clearly and effectively for a particular audience.

Audience: You are a freelance writer. You think that your local newspaper never gives sufficient attention to local problems dealing with race. You recently read an article by Newman, and you found a universal issue of concern, but you want to prove its existence locally.

Guidelines

- The problem that you choose to propose a solution to must be found in "Dead-End Jobs: A Way Out," by Katherine S. Newman.
- You need to cite Newman in your essay.
- Use Newman's essay as a model for this assignment.
- You must explain how your solution is implemented and respond to any arguments against its efficiency.
- You will propose a possible solution and defend it, appealing to subscribers of the local newspaper to take initiative.
- You must include at least two counter-arguments to your proposed solution.
- You are required to use four additional sources beyond Newman.

Purpose

There are several purposes for this assignment:

- To actively read a solution to an issue in diversity and assess additional problems
- To clearly define a universal problem and find local examples of its existence
- To identify possible solutions to the problem at the local level
- To appeal to a diverse readership by showing the problem is drastic and solutions are possible.

Ultimately, these abilities will contribute to the course objectives by enhancing your ability to identify and define a problem and solution to an issue in diversity. Additionally, by understanding how to present ideas to an audience that needs to be convinced of its significance, you will be prepared to transfer this ability to your workplace writing.

### Steps

1. Topic Approval (Your topic, including the problem and three possible solutions, must be approved by me before you begin your exposition and outline. This may be submitted via e-mail. The topic approval is ungraded, but it is required).
2. Exposition (You will complete a one paragraph description of the problem, including information that makes it relevant locally. You will receive feedback, but the exposition is ungraded. You will hand in a hard copy, hand-written or typed).
3. Outline of three possible solutions (You will attempt to outline arguments for three separate solutions BEFORE choosing one. After the solutions are outlined, you will choose the best possible solution and write your reasons. You will hand in all the outlines, hand-written or typed to receive feedback. Assignment is ungraded).
4. Outline (Your final outline will be an elaboration of your previous outline. This will be handed-in electronically via the drop box in Blackboard).
5. Feedback on outline (Feedback on your outline will be submitted to you electronically. You will receive assistance from classmates in making any necessary corrections.)
6. Annotated Bibliography (You will complete an annotated bibliography that presents a correct reference page for your sources. Underneath each correctly cited source, you will have a description of the source followed by how you plan to use it in your essay. A hard copy must be submitted to me. It is ungraded, but you will receive feedback).
7. Rough Draft (You will complete a full draft of the essay for a guided workshop--peer review using the rubric for the essay. You will hand in a copy of your rough draft to me on the due date to receive feedback. No grade will be given at this time.)
8. Final Draft (You will hand in a final draft after completing every step of the writing process. Final grade will be given).
9. Revision is possible for the final draft of Essay #2 as long as each step of the writing process was fulfilled. Revisions are due two weeks after receiving your final grade.

### Due Dates

Step 1: Topic Approval

Due Dates

Step 2: Exposition

Step 3: Outline #1

Step 4: Final Outline

Step 5: Annotated Bibliography

Step 6: Rough Draft

Step 7: Final Draft

Step 8: Revision

### Format

- 3-5 pages long, double-spaced.
- Times New Roman, 12-point font.
- Follow the guidelines for MLA documentation.

## Model

I will provide models for this essay in class. Katherine Newman is an excellent model, but more possibilities will be offered.

## Evaluation Criteria

Your final draft will be evaluated according to the rubric. Follow the rubric criteria attached as a guide.

## Other Information

Remember, you can always see me for a conference at any point during your writing process, even if you do not have anything written yet.

E-Mail: [j-thusat@niu.edu](mailto:j-thusat@niu.edu)

## How will this assignment be evaluated and/or responded to?

As the student will complete several steps during the writing process, the instructor will intervene at three points. First, the description of the problem must be clear to an audience beyond the instructor. The student will know if this requirement is met in the initial expository paragraph. Secondly, the student will know if the essay is being organized properly by receiving feedback for an outline. Finally, the student will receive marks on grammar/content in the rough draft. The rough draft will include a rubric sheet (p.10 of syllabus or page 8 of the WIFAC Proposal Form).

## How is this assignment connected to course objectives or learning outcomes?

The assignment requires the student to find a peripheral problem in an article, which reflects an ability to critically assess a reading. Similarly, this functions as a progression toward the following learning outcome: "critically assess problems and solutions in the workplace"(see page 1 of the syllabus).

The assignment requires the student to find a general problem in the article then research and explain its existence locally. Additionally, students will outline several possible solutions before defending the best possible solution. Similarly, this is connected to the learning outcome of "prepar(ing) concise explanations of issues of diversity and explain(ing) clear, thoughtful solutions to case studies involving these same issues in the work community" (see the first bullet point on page 1 of the syllabus).

The assignment requires three prewriting steps, a rough draft and a final draft. This process is tied to the learning outcome for the course which states, "complete a multi-step process that helps effectively and sympathetically complete workplace writing" (see the second bullet point on page 2 of the syllabus).

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## INFORMAL, UNGRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)

Task: Respond to Discussion Board Prompt

Task: Choose three groups below. Write the first two or three adjectives that come to mind for each of the groups:

Persons with disabilities

New Yorkers

Californians

Teachers

Latinos

Women

Whites

Asians

African Americans

Gays and lesbians

Managers

Men

Discuss your reaction to the exercise and to stereotyping in general (discuss the words used in each category, the categories that were easy and difficult, and the reasons for regarding them as such).

Discuss other stereotyped groups to which members of your group may belong: blondes, farm boys, intellectuals, jocks, and the like.

Discuss the importance of overcoming labels and stereotypes, and offer specific ways to counteract stereotypes. For example, recognize stereotypes for what they are and where they come from; look at each person as an individual; give examples of individuals who do not fit the stereotype; remain open-minded and not influenced by opinions of others.

Audience: You and your classmates for reflection. Everyone should be considerate. If it helps to list your descriptions based on what you have heard other people say (in media or elsewhere), please do so.

Purpose:

- To understand stereotypes and prejudices
- To consider how you have been stereotyped in the past and how you might counteract stereotyping others in the future.

DUE DATE

End of Week 3

I will provide a model for all of you by placing my own reflections on our discussion board first. You may feel free to respond to mine and, perhaps, add personal descriptions of your own if (AND ONLY IF) you are comfortable doing so.

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

Completion credit will be given based on personal thread completion and a response to another thread.

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

One of the learning outcomes for this course is to increase student awareness of diverse perspectives. After reading Peggy McIntosh's article "Unpacking the Knapsack," student will be presented with definitions of stereotypes, prejudice and discrimination. By analyzing how stereotypes are constructed in their personal history, students may better be able to "complete a multi-step writing process that helps...sympathetically complete workplace writing" (see the second bullet point on page 1). The primary word of concern is sympathy through discover and communication.