

For Committee Use Only

Course	PEMT 315 (v. 2)
Date Submitted	03-01-10
Action	Approved
Date Action Taken	03-31-10

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: PEMT

Course #: 315

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Writing in the Profession

Course Title: WIP:Writing in the Health, Physical Education, Recreation and Athletic Professions

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter

in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

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 writing in this course directly relates to a career in the health, physical education, recreation or athletics. Integrating writing assignments into a class that also exposes students to the necessary technical skills to succeed in such a field is crucial. A health, physical education, recreation, or athletics career outside of academia requires proficiency in both oral and written exchanges. Students are exposed to a variety of writing styles and formats, and their purpose, within their professional field, and are given feedback on multiple drafts of specific assignments.

The assignments vary in topic, but all include active instruction through assigning multiple examples of the given topic for students to review, and then guiding them through analysis in class before they set out to work on their assignment. For example, when the topic of advocacy letter writing comes up, students are required to read a chapter on how to use advocacy letters as social marketing, review various examples and are supplied with a detailed outline for the actual assignment (see formal graded assignment and page 4 of syllabus). The reading is followed up by class time devoted to discussing social marketing and analyzing the examples according to the reading and assignment description.

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.

Students will write 20 pages of graded assignments in this class. See page 3 of syllabus.

- Memo (1 pg)
- Press release (1 pg)
- Letter of advocacy (1 pg)
- Professional organizations editorial (2 pgs)
- Health and wellness e-newsletter article (2 pgs)
- Annotated bibliography (5 pgs)
- Grant proposal justification (3 pgs)
- Grant proposal application (2 pgs)
- Cover letter (1 pg)
- Resume (2 pgs)

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 writing component of Writing in the Professions spans all aspects relevant to a career in health, physical education, recreation or athletics and includes writing a memo, a resume, a cover letter, a press release, an e-newsletter article, a grant proposal justification, an annotated bibliography, a letter of advocacy, and an editorial. See page 2 of syllabus.

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.*

Formal graded written assignments account for approximately 90% of the grade for the class. These assignments include:

- Memo (1 pg)
- Press release (1 pg)
- Letter of advocacy (1 pg)
- Professional organizations editorial (2 pgs)
- Health and wellness e-newsletter article (2 pgs)
- Annotated bibliography (5 pgs)
- Grant proposal justification (3 pgs)
- Grant proposal application (2 pgs)
- Cover letter (1 pg)
- Resume (2 pgs)

See page 3-5 for descriptions.

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.

Multiple drafts, which will include feedback from the instructor, and at times peer feedback, will be required for the press release, advocacy letter, editorial, e-newsletter article, annotated bibliography, grant proposal justification, resume and cover letter. When a draft is required, points on final submission are contingent upon a draft submission. 1 point credit for completion is awarded for drafts. See page 3 of the attached syllabus.

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.*

Ungraded writing activities include exploratory in-class assignments such as a website critique, thesis statement writing exercises, article abstract quick drafts, and brainstorming exercises for larger assignments. (See Informal Exercise: Website Critique and page 3 of the syllabus.)

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)

Formal Assignment: Professional Organization Editorial

PEMT 315: Writing in Your Profession

Fall 2010

Task:

Imagine you are someone who has been in your professional field for quite some time and you have been asked to write a short editorial letter for a quarterly student newsletter. Students have come to rely on your judgment and they want to know the benefits of joining a professional organization and which of two organizations they should consider joining. Your letter should persuade students to join a professional organization in your field, and then compare/contrast the member cost/benefits of two professional organizations.

Audience:

The audience for this writing assignment is college students majoring in a degree program leading to job opportunities in your professional field. The students are unfamiliar with the benefits of joining a professional organization, which ones exist in their field, and how to select one that is the best fit for their interests and needs.

Purpose:

There are several purposes for assignment:

- To identify professional organizations in your field and benefits of membership
- To prepare written communications for a specific target audience
- To apply both compare/contrast and persuasive patterns of development

Connection to Course Learning Outcomes:

- Distinguish between and construct common writing patterns of development including persuasive, comparative, cause/effect, problem-solution, and informative/descriptive.
- Compare professional organizations and evaluate benefits of membership in the form of an editorial.
- Assess and prepare written communications for a specific target audience

Due Dates

1. Information Collection [Day, Date]
2. Letter outline [Day, Date]

3. Draft #1 [Day, Date]
4. Final Submission [Day, Date]

All parts of this assignment must be submitted on the due date via Blackboard (Bb) before class begins. Draft #1 must be submitted via Bb, and printed and brought to class.

Format

- o Completed in Microsoft Word (.doc);
- o 1 inch margins, double-spaced, Times New Roman font in 12 point
- o Single line heading at the top with this information:

First Name Last Name Course Number Assignment Name Date

Example 1 - Information Collection

For this component you will first gather information about the benefits of joining a professional organization. Next you will identify the professional organizations in your field. Finally, you will select two of the organizations and uncover their target audience, cost, member benefits, and opportunities for professional development. List these items in a bulleted list.

1. Benefits of joining a professional organization

- Benefit #1
- Benefit #2
- Benefit #3
- Benefit #4

2. Professional Organizations in your field

- Organization #1
- Organization #2
- Organization #3
- Organization #4

3. Selected Professional Organizations

- Selected Professional Organization #1
 - o Target Audience
 - o Cost
 - o Member benefits
 - o Opportunities for professional development
- Selected Professional Organization #2
 - o Target Audience
 - o Cost
 - o Member benefits
 - o Opportunities for professional development

Example 2 – Letter Outline

- I. Introduction to subject matter
 - A. Benefits of joining a professional organization
 - B. Names of professional organizations in your field
 - C. Features you will compare/contrast for two selected professional organizations
- II. First comparative point - Audience
 - A. 1st organization
 - B. 2nd organization
- III. Second comparative point – Cost and Benefits
 - A. 1st organization
 - B. 2nd organization
- IV. Third comparative point – Professional Development Opportunities
 - A. 1st organization
 - B. 2nd organization
- V. Conclusion
 - A. Restated benefits of joining a professional organization
 - B. Summary of features compared
 - C. Charge to take action

Example 3 – Draft and Final Letter

You will use the form of a letter to share the information you have collected and evaluated. The format of the letter appears below.

Dear Future Professionals:

Paragraph 1

- Introduction to the subject matter

Paragraph 2

- First comparative point

Paragraph 3

- Second comparative point

Paragraph 4

- Third comparative point

Paragraph 5

- Conclusion

Evaluation Criteria: [See page 14 of this proposal form for the rubric.]

Information Collection

[This appears as a checklist]

I. Introduction to the subject matter

_____ Benefits of joining a professional organization – List 3-4

_____ Professional Organizations in your field – List 3-4

II and III. Selected Professional Organizations

Selected Professional Organizations #1

_____ Target Audience

_____ Cost

_____ Member benefits –List 2-4 benefits

_____ Opportunities for professional development

Selected Professional Organizations #2

_____ Target Audience

_____ Cost

_____ Member benefits –List 2-4 benefits

_____ Opportunities for professional development

V. Conclusion

_____ Restated benefits of joining a professional organization

_____ Summary of features compared

_____ Charge to take action

Letter Outline:

[This will appear as a checklist with blanks next to each outline item]

Other Information

It is your responsibility to contact me with any questions or problems you have with this assignment. I would be happy to meet with you; please contact me via email well in advance of the due date (at least 48 hours) and so that we can find a time to discuss. I will not take late assignments without official personal, medical, or family emergency documentation.

Please answer the following questions regarding this sample writing assignment:

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

Student will submit their work in multiple stages: outline, draft, and final submission. Both the outline and draft will go through a peer review before the final assignment submission. The final assignment will be graded using a rubric.

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

The assignment addresses the following learning outcomes:

Distinguish between and construct common writing patterns of development including persuasive, comparative, cause/effect, problem-solution, and informative/descriptive.

- Compare professional organizations and evaluate benefits of membership in the form of an editorial.
- Assess and prepare written communications for a specific target audience

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

Informal Assignment: Website Review
PEMT 315: Writing in Your Profession
Fall 2010

Directions:

The purpose of this assignment is to establish your own criteria for evaluating the quality of websites. This is an ungraded assignment, but you will need to complete this assignment in order to successfully participate in the group discussion in the next class.

Task:

1. You will be given print outs of the home page of three different informational web sites that could be used by professionals in your field. Two of these web sites will be for a service offered by or related to professionals in your field. The third will relate to an area of health, physical education, recreation, or athletics.

2. For each site that you review, address the following:

Provide the name of the site.

Describe the service or information they are providing.

Explain why you think the site offers reliable or unreliable information (or some combination thereof).

3. What criteria do you think people should use when evaluating websites?

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?

In class, the instructor uses this informal written exercise as a springboard for a group discussion about using criteria to evaluate the quality and relevancy of a website. This discussion will include references to the following sources:

- Online Research -Chapter 19 of the textbook, The Thomson Handbook
- Online Writing Lab at Purdue University's Evaluating Sources website at: <http://owl.english.purdue.edu/owl/resource/553/04>

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

The assignment addresses the following learning outcome:

- Locate, summarize, and critique online and print resources as evidence to support a claim . (See page 1 of the attached syllabus.)

Draft #1 and Final Submission Rubric

Draft #1 will be peer reviewed in class. Students will also receive feedback from the instructor. The rubric will serve as a guide for evaluating the draft. Points indicated are for final submission only.

<u>Idea Development</u>	Excellent (1)	Fair (.5)	Poor (0)
Introduction	Letter clearly posits a subject and the direction at which the subject will be approached.	Letter's subject is stated but lacks clarity. Purpose or preview not clearly stated.	Subject and preview not present.
Body Paragraphs - Comparative features	All audience, cost, benefits, and professional development features compared/contrasted	Most audience, cost, benefits, and professional development features compared/contrasted. (1-3 items missing)	Few audience, cost, benefits, and professional development features compared/contrasted (4 or more items missing)
Conclusion	Letter has a conclusion that restates the subject, summaries key points, and charges student to take action.	Letter is missing one of the following: conclusion that restates the subject, summaries key points, and charges student to take action.	Letter is missing two or more of the following: conclusion that restates the subject, summaries key points, and charges student to take action.
<u>Composition</u>			
Topic Sentences	Each paragraph has a topic sentence that expresses the paragraphs main idea	1-2 paragraphs do not have a topic sentence that expresses the paragraphs main idea.	3 or more paragraphs do not use topic sentences
Transitions	The letter utilizes transitions between supporting points and supporting examples within body paragraphs.	The letter utilizes transitions often but not consistently between supporting points and examples within body paragraphs.	The letter does not use transitions or uses them infrequently.
<u>Mechanics</u>			
Capitalization	There are no capitalization mistakes in the paper.	There are one to three capitalization errors in the paper.	There are more than three capitalization errors in the paper.
Punctuation (period, comma, semi-colon, dash, apostrophe)	The paper has two or fewer punctuation errors. (lines with errors marked with an X in the white space to the right)	The paper has three or four punctuation errors. (lines with errors marked with an X in the white space to the right)	The paper has five or more punctuation errors. (lines with errors marked with an X in the white space to the right)
Agreement (verb tense, pronoun, parallel structure,)	The paper has two or fewer agreement errors.	The paper has three or four agreement errors.	The paper has five or more agreement issues.
Run-on or fragmented sentences	The paper has no run-on or fragmented sentences.	The paper has one or two run-on or fragmented sentences.	The paper has more than two run-on or fragmented sentences.
Spelling	The paper has two or fewer spelling errors.	The paper has three or four spelling errors.	The paper has five or more spelling errors.

Totals	
Idea Development	
Composition	
Mechanics	
Out of 10	