

**For Committee Use Only**

Course	SCED 301
Date Submitted	11-05-10
Action	Approved
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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: Education

Course #: SCED 301

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Methods Tchng Secondary Level

Course Title: WIP:Methods of Teaching on the Secondary Level

Average Weekly Contact Hours: 3

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline. Prerequisites: EDFN 305, EDFN 306, 21 hours in the academic major, and English 101, with a grade of C or better.

## 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**.

1/ Instructor will introduce elements of a structured essay which students will use to write three drafts of a response essay commenting on or discussing their reactions to an assigned topic. 2/ Instructor will explain different aspects of a lesson reflecting the best practices of the profession, including goals, objectives, rationale, standards, methods, activities, and assessments. Instructor will demonstrate how to express those practices in a written lesson for a 50-minute class period 3/ Instructor will explain how to develop a unit of study. Instructor will demonstrate how to develop and express a rationale for the unit, to evaluate intended teaching materials, to incorporate state and professional organizational standards, and to develop appropriate forms of assessments. 4/ Instructor will facilitate students' planning and development of the professional portfolio as required by the Secondary Education program to demonstrate students' mastery of Illinois Professional Teaching Standards and College of Education Proficiencies, including students' collecting and organizing of appropriate artifacts and authoring individual reflections about them.

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 meet or exceed this Guideline through the different graded assignments listed below. See Pages 4 to 6 of the proposed course syllabus for more details about these assignments.

Response Essay Final Version (3 to 4 pages)

Written Lesson Plan (3 to 4 pages)

Written Unit Plan (15 to 20 pages)

Professional Portfolio (10 to 20 pages)

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 will encounter multiple types of writing in this course, including personal reflections, lesson plans, unit plans, and professional portfolios.

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.*

Graded assignments will meet or exceed this Guideline. See Pages 4 to 6 of the proposed course syllabus for more details about these assignments.

Response Essay Final Version (3 to 4 pages)	10%
Written Lesson Plan (3 to 4 pages)	10
Written Unit Plan (15 to 20 pages)	20
Professional Portfolio (10 to 20 pages)	15
TOTAL	55%

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 will produce multiple drafts of their Response Essay, Lesson Plan, and Unit Plan. Instructor will provide feedback on those early drafts. See Pages 2 to 3 of the proposed course syllabus for a timeline of weekly activities and assignment due dates.

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.*

Students will engage in ungraded assignments. These mostly will be in one of two forms. One will be Discussion Question Responses posted to the Blackboard course site Discussion Board. The other will be In-formal In-class writing activities in response to different prompts at various points throughout the semester. There are no word- or page-length requirements for these responses, nor will these responses be collected or graded. Students should, however, be prepared to share their responses with their classmates.

## **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)

Response Essay

SCED 301

Task

Please respond to the following as thoroughly as possible.

Why should high school students know what you would expect them to know about your subject area. In developing your answer, consider first the subject area you hope to teach in a secondary school. This either will be English/Language Arts, Mathematics, History, or Science. Next, identify what you would expect students to know about your subject after studying it for four years in high school. Finally, explain and describe why students should know what you expect them to know.

Audience

You should consider your instructor and your classmates as your audience. Assume your audience is familiar with the culture of American high schools.

Purpose

There are several purposes for assignment:

- To identify important topics or concepts of your subject area
- To prioritize subject-area topics or concepts
- To clarify the importance of those topics or concepts

Due Dates

You will submit two drafts of your essay before submitting your final version

Week 2: Preliminary draft due for in-class peer review

Week 5: Revised draft due for in-class peer review

Week 10: Final version due

## Format

Your essay should be in a 12-point font, printed on a standard 8 1/2" by 11" paper with 1-inch margins. Be sure to include your name and the current date on your essay.

## Evaluation

**Preliminary Draft:** Feedback from your peers and from me will center on your stated thesis and the ideas you present in support of your thesis

**Revised Draft:** Feedback from your peers and from me will center on how you organize your ideas to support your thesis and how you express those ideas, including grammar and style

**Final Version:** I will evaluate your final version on the facets identified for your Preliminary and Revised Drafts, along with spelling and other related issues.

Please answer the following questions regarding this sample writing assignment:

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

The instructor will respond formally to students' essays, providing feedback on early drafts leading towards the final draft. Students also will respond to each others' work during in-class peer review sessions and discussions. The final grade will be based upon how well students explain what they expect high school students to know about their subject area and why it is important that they know that, which requires students to develop and support a thesis about their subject area

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

This writing assignment promotes students' understanding of the role of academic subjects in secondary education and fosters students' ability to prioritize and explain the importance of topics and themes within their academic subjects.

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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.

Teacher Bio-Poem  
SCED 301

### Task

You will construct a Bio-Poem of one of your high school teachers. A Bio-Poem is a structured way of expressing what you see as significant or meaningful about a particular topic or subject. Your subject for this Bio-Poem is either a teacher from your high school experiences whom you liked and appreciated or one whom you did not.

### Audience

You should consider your instructor and your classmates as your audience. Assume your audience is familiar with the culture of American high schools.

### Purpose

There are several purposes for assignment:

- To identify significant traits of high school teachers
- To describe meaningful characteristics of high school teachers
- To compare the traits and characteristics of high school teachers across subject areas
- To assess the influence of high school teachers on their students

### Due Dates

This is an informal, ungraded writing activity to be completed in class. Your Bio-Poem will not be collected or graded. You should, however, be prepared to share your Bio-Poem with your classmates.

### Format

Your Bio-Poem should follow this format

Line 1: Teacher's Name

Line 2: Four traits or characteristics you most remember

Line 3: Teacher of (subject matter and grade level)

Line 4: At (name of school)

Line 5: Lover of \_\_\_\_\_ (list three topics s/he instructed the class on or regularly talked about with students)

Line 6: Who thinks \_\_\_\_\_ (list three ways s/he thought about the topics in Line 5)

Line 7: Who would like to \_\_\_\_\_ (list three items)

Line 8: Who taught me \_\_\_\_\_ (list three items)

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?**

This is an ungraded, informal writing activity. The instructor will check to ensure that students have completed the assignment according to the format provided within the allotted classtime. Students will share their Bio-Poems with their classmates to facilitate an all-class discussion for that session.

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

This ungraded informal writing activity requires students to identify the qualities of effective and ineffective instruction at the secondary level and fosters student discussion about best instructional practices in secondary schools.