

For Committee Use Only

Course	SOC 245 (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: Sociology

Course #: SOC 245

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Social Inequalities

Course Title: WIP:Social Inequalities

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): Examines different sociological explanations of the causes and consequences of social inequalities at the intersections of race, ethnicity, class, gender, and sexuality; explores the linkages between social stratification in the United States and global inequalities and how inequalities are institutionalized, legitimized, and experienced by different groups of people.

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>_A Guide to Writing Sociology Papers_ (Sociology Writing Group 2008) will be assigned for the course, which elaborates the writing process in sociology from conception to completion. Instructors will teach about the writing process (e.g., how to get started, how to properly cite sources, how to write a library research paper) from _A Guide to Writing Sociology Papers_ (2008) in Weeks 2-5 (pp. 5-6 of the syllabus), Week 7 (p. 6 of the syllabus), and Week 14 (p. 7 of the syllabus). In addition, instructors will inform students about writing resources that are available to them (p. 5 of the syllabus) and demonstrate such online writing resources as “Purdue Online Writing Lab (OWL)” (http://owl.english.purdue.edu/) and “Grammar Girl: Quick and Dirty Tips for Better Writing” (http://grammar.quickanddirtytips.com/) (p. 5 of the syllabus). Staff from the NEIU’s Writing Lab and the Center for Academic Writing will be invited to discuss writing resources that are available to students</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 at least 15 pages of graded assignments: two Peer Evaluations (2-4 pages total) and three Final Papers (15-18 pages total). For description of graded assignments, see page 3 of the course syllabus.</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>Students will complete multiple types of writing assignments in the course: take-home writing assignments (Draft Papers, Final Papers, and Peer Evaluations) and in-class writing assignments (Student Group Discussions). Draft and Final Papers are research papers that critically analyze the course material. Peer Evaluations are students’ critiques of each other’s Draft Papers. Student Group Discussions are analytic responses to questions about the course material. See pp. 2-3 of the course syllabus.</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 graded assignments will be worth 340 points total, which accounts for 68% of the final course grade. See pp. 3-4 of the course syllabus under Course Grades & Grading Policy.</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 will have the opportunity to produce two ungraded drafts of final papers. Instructors will provide feedback on Draft Papers 1 & 2 before grades are assigned on Final Papers 1 & 2. For a description of Draft Papers 1 & 2 and Final Papers 1 & 2, see page 3 of the course syllabus.</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.*

Ungraded writing assignments will include the meeting "minutes" of the Student Group Discussions. Each group submits one set of their meeting minutes at the end of the discussion day. For a description of the Student Group Discussions, see pp. 2-3 of the course 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)
DRAFT PAPER 1 & FINAL PAPER 1

Assignment

Draft Paper 1 is your opportunity to write about one of the paper options below. Draft Paper 1 must be five to six double-spaced, typewritten pages. You are expected to make a persuasive argument and support it with evidence. You are also expected to follow the ASA Style Guides (located under Course Documents in Blackboard) and use proper in-text citations and include a comprehensive bibliography of at least five scholarly sources.

At the beginning of class on February 8th, bring two hardcopies of your completed Draft Paper 1. One copy is for me, on which I will provide feedback, and one copy will be given to a randomly selected Peer Evaluator. You will not be graded on Draft Paper 1.

Final Paper 1 is your opportunity to revise Draft Paper 1. It must be submitted online as an “Assignment” through Blackboard. You will be graded on Final Paper 1.

No paper deadline extensions are given. No late papers are accepted.

Option 1

Based on the course material, why do we (as a society) create categories? What purposes do they serve? What are some of the ways in which categories limit who people are or how they want to be? In what ways are different groups advantaged and/or disadvantaged for being in certain categories? In what ways do categories contribute to hatred or discrimination of others?

Option 2

Based on the course material, what kinds of challenges to or assumptions about gender or sexuality do people experience? Why do people experience these challenges or assumptions? How do these experiences demonstrate that gender and sexuality are socially constructed?

Audience

You are writing for an educated audience that has some knowledge of sociological concepts.

Purpose

The primary purpose of this assignment is to teach you how to write a sociological essay that engages the course material. The objectives of this assignment are to:

- understand the processes of critical thinking and writing;
- understand social construction theory and how different historical, institutional, ideological, and personal perspectives underlie constructions of difference; and
- understand how constructions of difference intersect with social inequalities.

Evaluation Rubric

Your paper will be evaluated with the following rubric:

- Quality of Ideas (20 pts.)
- Organization & Development (50 pts.)
- Clarity & Style (20 pts.)
- Sentence Structure & Mechanics (10 pts.).

Due Dates

- Draft Paper 1 is DUE on 2/08, by 2:25pm
(Feedback on Draft Paper 1 is provided by me and your Peer Evaluator on 2/22)
- Final Paper 1 is DUE on 3/01, by 2:25pm
(Submitted as an “Assignment” in Blackboard)

Please answer the following questions regarding this sample writing assignment:

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

The rubric for this writing assignment will follow John C. Bean's Exhibit 15.1 in *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2001:259):

- Quality of Ideas (10 pts.)
- Organization & Development (50 pts.)
- Clarity & Style (10 pts.)
- Sentence Structure & Mechanics (5 pts.).

Students will be provided with the above rubric, as specified in the sample Draft 1 assignment above.

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

This writing assignment connects to course objectives as students understand the processes of critical thinking and writing (course objectives 5 & 7); understand social construction theory and how different historical, institutional, ideological, and personal perspectives underlie constructions of difference (course objectives 1, 3, & 4); and understand how constructions of difference intersect with social inequalities (course objectives 2 & 6). See pp. 1-2 of the course syllabus for the Course Objectives.

INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

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

STUDENT GROUP DISCUSSION 1

READINGS 1-4 (pp. 19-74)

Reading 1: Omi, Michael and Howard Winant. [1986] 2009. "Racial Formations." Pp. 19-29 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. 4th ed., edited by Tracy E. Ore. Boston, MA: McGraw-Hill Higher Education.

Reading 2: Waters, Mary C. [1996] 2009. "Optional Ethnicities: For Whites Only?" Pp. 29-41 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. 4th ed., edited by Tracy E. Ore. Boston, MA: McGraw-Hill Higher Education.

Reading 3: Nguyen, Tram. [2005] 2009. "Becoming Suspects." Pp. 42-55 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. 4th ed., edited by Tracy E. Ore. Boston, MA: McGraw-Hill Higher Education.

Reading 4: Brodtkin, Karen. [1998] 2009. "How Did Jews Become White Folks?" Pp. 56-74 in *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*. 4th ed., edited by Tracy E. Ore. Boston, MA: McGraw-Hill Higher Education.

Discuss the following questions in your group and take meeting "minutes" by recording your group members' assertions:

1. Explain the assertion that race is a social construct.
2. What elements of social structure (e.g., norms, statuses, roles, groups, social institutions) play a part in the construction of race?
3. What is the impact of a system of racial stratification on one's life chances (i.e., the advantages or disadvantages a particular member of a social category can expect to receive based on their status and access to resources)?

Purpose

The primary purpose of this assignment is to refine your critical communication skills by engaging the course material. The objectives of this ungraded assignment are to:

- understand the processes of critical thinking and writing;
- learn about the social barriers people experience;
- gain an understanding of the dimensions of social stratification in terms of race;
- understand social construction theory and how different historical, institutional, ideological, and personal perspectives underlie constructions of difference;
- understand how constructions of difference intersect with social inequalities.

Evaluation

Each discussion group will take meeting “minutes,” which summarizes what was discussed. I use these writing activities to gauge students' development of critical thinking and writing skills, which will highlight gaps in those skills that need further attention.

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?

Students will write their responses to the questions in class and discuss them. The instructor will use both the graded (i.e., the individual responses) and ungraded (i.e., the meeting "minutes") portions of this writing activity in tandem in order to gauge students' development of critical thinking and writing skills, which will highlight gaps in those skills that need further attention.

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

This writing assignment connects to course objectives as students understand the processes of critical thinking and writing (course objectives 5 & 7); learn about social barriers people experience (course objective 4); gain an understanding of the dimensions of social stratification in terms of race (course objective 3); understand social construction theory and how different historical, institutional, ideological, and personal perspectives underlie constructions of difference (course objectives 1, 3, & 4); and understand how constructions of difference intersect with social inequalities (course objectives 2 & 6). See pp. 1-2 of the course syllabus for the Course Objectives.