

For Committee Use Only

Course	SPED 371 (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
- 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.

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 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>
- 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.

Subject: Special Education

Course #: Sped 371

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): Foundations of Sped

Course Title: Foundations of Special Education

Average Weekly Contact Hours: 2 hours and 40 minutes

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations. Overview of methods of inquiry utilized by the profession. Development of professional writing skills used in the field of special education. This course meets the NEIU Writing Intensive requirement for special education majors. Prerequisite: Special Education Major

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.

1. Active instruction in disciplinary writing	This course includes seven required writing activities (see course syllabus pages 3-4, assessment strategies 2-8). Many of the seven activities include subcomponents or steps which necessitate additional written expression (e.g. see attached formal assignment below, entitled "Personal Philosophy of Teaching in the Field of Special Education"). All assignments are related to the activities and professionalism of the Special Education teacher. As an example, the curriculum infusion case study (see syllabus page 4, assessment strategy 6) requires students to construct a lesson plan just as a professional teacher might be required to do so. A second example, the case study analysis project (see syllabus page 3, assessment activity 2), requires students to collect, organize, analyze, then report pupil needs; finally formulating teaching recommendations. Instruction in APA style (the professional writing format of the special education profession), as well as discipline specific writing (e.g. constructing lesson plans, case study analysis) is provided with each activity. Draft copies for editing and review are required of assessment strategies 2-4 (see course syllabus page 3), and encouraged for remaining writing activities as a component of the instructional process. *Draft copies of assignments are required for successful completion of assignments but are ungraded.* Strategies for organizing thoughts and ideas will also be shared with each writing activity. Additional writing assignments include analyzing and reporting on research in the field, reflecting on the field's professional ethics, as well as written reflections on the professional significance of the student's teaching philosophy and case study analysis projects (see course syllabus pages 3-4, assessment strategies 2-7). *On occasion students will be required to reflect on what they had learned during a class period or after a group activity (see course syllabus page 4, assessment strategy 8)*
2. Equivalent of at least 15 pages of graded writing assignments	The course includes 5 major graded writing activities with a minimum of 17 pages of writing from each student. (See the course syllabus page 3, assessment activities 2 through 6). Note the minimum number of pages for each assignment appears underlined.
3. Multiple types of writing	The seven major writing activities include both formal and informal writing. Students will express their ideas in written form via case studies, research critiques, thinking papers, expressions of professional philosophy, explanations of professional ethics, intervention plans, and reflections on their assignments and how these assignments relate to the standards. Many of the assignments include steps or subcomponents which require multiple types of writing (see syllabus pages 3-4, assessment activities 2-8 and the attached formal and informal writing assignments).
4. At least 50% of course grade from graded writing assignments	70% of the course grade is derived from writing activities (see syllabus pages 3-4, assessment activities 2-6, case study analysis 20%, personal philosophy for teaching in the field of special education 20%, CEC code of ethics 10%, research critique 10%, curriculum infusion case study 10%).

<p>5. Opportunities for multiple drafts</p>	<p>Multiple ungraded drafts of the final product are embedded in the personal philosophy assignment (see step 3 and step 4 of this assignment below, note the instructor provides feedback at the end of step 3, students proceed to the final version based upon feedback received in step 3, thus step 4 is a step 3 second draft). The case study analysis and the CEC code of ethics assignments include multiple drafts (see syllabus page 3, assessment activities). Other assignments such as the research critique and the curriculum infusion case study include multiple steps with feedback provided (see syllabus page 3).</p>
<p>6. Ungraded writing activities</p>	<p>Ungraded writing to learn activities are included in several of the major writing assignments. Additionally, the portfolio reflections (a major writing activity) is required but ungraded (see syllabus page 4, assessment activity 7 and 8). Steps 1-3 of the personal philosophy paper include ungraded as well as informal writing activities (see personal philosophy of teaching in the field of special education assignment attached below). Also, the case study analysis and the CEC code of ethics assignments require the production of ungraded draft copies (see syllabus page 3, activities 2 and 4).</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. 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.

FORMAL, GRADED ASSIGNMENT

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

Personal Philosophy of Teaching in the Field of Special Education

Sped 371

Spring 2009

Task

You will formulate your personal philosophy of teaching special education students which is anchored by historical, legal, ethical, philosophical developments in the field, as well as issues of human diversity, role of the family, and treatment of persons with special needs. This assignment is completed in four steps. Step one will require you to respond in writing to a series of questions designed to help you formulate your philosophy of teaching (e.g. "What are your hopes for your students?") During step 2, your classmates will help you clarify your thoughts and ideas. Your instructor will provide additional feedback. Next you will author a draft copy of your philosophy after receiving feedback from both classmates and the course instructor. Finally you will edit draft copies and submit a final version for a grade.

Purpose

- To identify one's personal philosophy regarding teaching students with special needs.
- To review historical, legal, philosophical roots of the field of special education

Due

Due dates will be announced for each of the four steps a minimum of one week prior.

Format

APA format is required

Example

Two samples of the final draft are attached to this assignment

Evaluation Criteria

0. Use of standard written English conventions including subject-verb agreement, grammar, spelling, punctuation, and professional appearance of paper. (one point will be subtracted from the total earned score each time an English usage error occurs up to a maximum of 5 points)

1. Personal philosophy of education clearly articulated and discernable (4 points)
2. Personal philosophy in accord with generally accepted principals of educational practice. (4 points)
3. Personal philosophy specifically linked to historical and philosophical developments, evidenced based theories and principles, issues of human diversity, relevant laws and policies, treatment of individuals with exceptional needs, role of the family. (8 points – minimum of 4 links should be included and explained)
4. Explanation of how personal philosophy guides professional practice in areas of assessment, instructional planning, implementation and program evaluation. (4 points – minimum of one explanation for each area of professional practice listed in rubric)

Steps:

Step 1: Students will reflect in written form their responses to the following questions:
What do you believe concerning how to teach special education students, what will you do to turn your beliefs into practice?

What personal challenges will you face as a teacher, how will you rise to the challenge?

Are there teaching approaches you like best, how did you form your opinion and why do you like these approaches the most?

What do you want your students to know or feel?

What traits or characteristics should a teacher have? (e.g. tolerance, flexibility, sensitivity to others etc)

In general what skills and knowledge do you want your students to know and why? How would these skills and knowledge make your students better adults?

What are the conditions by which learning takes place?

What are your goals as a teacher, what do you hope to accomplish and how?

What are your hopes for your students?

What are your ideas as how to achieve educational objectives with your students? What is your basis for these ideas? (How did you get these ideas)

Why do you want to be a special educator?

Step 2: Students will meet in small groups to share their responses and ask others clarifying questions. Clarifications will be recorded by student.

Papers will be collected, checked for completion, but not graded and then returned to students.

Step 3: Draft One: Students will prepare a first draft - which responds to the following:

Articulate your personal teaching philosophy of special education. Include a minimum of 4 of the following links: historical and philosophical developments evidenced based theories and principles, issues of human diversity, relevant laws and policies, treatment of individuals with exceptional needs, role of the family. Be sure to include explanation of how your personal philosophy guides professional practice in areas of assessment, instructional planning, implementation and program evaluation.

Students will meet in small groups to share their responses and ask others clarifying questions. Clarifications will be recorded by student. Papers will be collected. The instructor will provide feedback (not graded).

Step 4: Final draft submitted for grade.

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

Students will initially be arranged in small groups and asked to provide group members with feedback to written responses they had made regarding step one questions. For example, are student responses clear or vague, what is missing, what could be expanded upon etc? Students are asked to then note in writing the feedback they receive from peers.

Next the course instructor collects both student responses to step 1 questions as well as accompanying peer group feedback. The course instructor offers additional written feedback (a non-graded step). Once papers are returned, students are asked to consider both peer and instructor feedback in the process of formulating, articulating and recording in writing their personal philosophy.

The process of providing feedback during the next step (step 3 the initial draft), is similar to what has already been described above. Initial drafts are reviewed in small student groups, students serving as editors for each other. The course instructor then collects the initial draft and accompanying group feedback in order to offer additional written comments (a non graded step).

Finally, a second draft is created and submitted for grading according to the criteria above.

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

Page two of the course syllabus lists the objectives for this course. This assignment directly relates to two of the objectives which appear there: (1) Students will be knowledgeable regarding the historical, legal, and philosophical origins of the field of special education and, (2) Students will be able to formulate and then articulate in written form their personal philosophy of special education which is grounded by established principles of the field.

INFORMAL, UNGRADED ASSIGNMENT

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

Portfolio Reflections

Sped 371: Foundations of Special Education

Spring 09

Task

Students will reflect in writing upon two previously completed assignments: (1) Personal Philosophy of Teaching, as well as (2) Case Study One. Student written reflections will be included in their program portfolio along with the related completed assignments. Reflections should address the following :

A. How completion of the assignment supported your development as a professional. (Reflect on why the assignment represents an important learning experience for a special educator and/or how the skills acquired may shape your future practice.)

B. How the assignments addressed CEC Professional Standard One: Foundations. (Articulate the ways in which the assignment was appropriate for developing your competency related to Standard 1.)

C. * Students are encouraged to include other personal thoughts, reflections, feelings and comments they would like to express regarding the process of completing their personal philosophy or case study.*

A description of each of the Professional Standard for CEC is available on the NEIU Special Education Web Page <http://www.neiu.edu/~specedu/LBS1/portfolio.html>

This assignment is non-graded but is required to successfully complete the course. Reflections are typically one page in length. Acceptable reflections must address both A and B above. Reflections will be collected, written feedback provided, recollected if necessary, until both A and B above have been evidenced.

Purpose

There are several purposes for this assignment:

- To review historical, legal, philosophical roots of the field of special education
- To conceptually relate course assignments to professional growth and professional standards.

Due Dates

TBA

Format

The reflection should be approximately 3/4 to one page single spaced.

Examples

See the attached sheet for a sample that illustrates the format for this assignment.

Evaluation Criteria

This assignment is required but not graded. Two reflections are required, one for each of the two assignments described above. Each reflection must be 3/4 to one page single spaced, and directly address A and B above. Written feedback will be provided regarding the adequacy of the content of the reflection with suggestions.

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

The assignment should be 3/4 to one page in length. The content of the paper should reflect on how the previously completed assignment (that this reflection relates to, see task above) has fostered professional growth and the relationship of the assignment to CEC standard one. The instructor will offer written feedback to the student regarding these points. This is a non-graded assignment.

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

This assignment directly asks the student to reflect upon the progress they have made toward achieving the course goal: Students will be knowledgeable regarding the foundations of the field of special education as well as the course objective: Students will be knowledgeable regarding the historical, legal and philosophical origins of the field of special education.