

For Committee Use Only

Course	SWK 303 (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@neu.edu for each course that is proposed:

- Writing Intensive Course Proposal Form
 - Available at <http://www.neu.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: Social Work

Course #: SWK-303

New Course Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): Hum. Beh. & the Soc Env I

Course Title: Human Behavior and the Social Environment I

Average Weekly Contact Hours: 3

Discussion Independent Study
 Field Experience Student Teaching
 Lecture Hybrid/Online

Course Description (100 words max; for catalog): (94 words) This course is the first of a two-part sequence designed to develop understanding about human behavior and the social environment. Students will enhance their critical thinking skills by focusing on analyzing how people understand themselves, how people create meaning in their lives, how people change, and how your own perspective influences understanding client-systems. The generalist practice model is used to understand the central principles of empowerment: client capacity, resiliency, opportunities, context, constitution and construction. As a writing intensive course students develop the fundamentals of professional writing skills for the social work field.

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	<p>This course is organized around the course assignments. It has four papers, one presentation, required on-line discussion board participation and individual learning contracts which might include creative writing papers. There is an active coordinated plan with the librarian assigned to the Social Work Program who provides both in-class training on how to conduct library searches as well as active email and in person consultation with the students. There is link on the blackboard site to interact with the designated social work librarian on-line. Students also work with the writing lab on papers who is familiar with these course assignments and also with CAW tutors. There is active in-class instruction on construction of the papers especially emphasizing writing for the discipline. There is multiple times that student work in small groups writing case studies, constructing sentences in professional terminology and reading each others papers for English Composition. There is use of experiential exercises, video case examples, and active use of internet within the classroom to facilitate students' conceptual understanding and critical thinking skills. Students must also be active on the blackboard site in order to achieve the learning objectives, completing the interactive practice program, participation in the discussion board and posting New York Times articles.</p>
2. Equivalent of at least 15 pages of graded writing assignments	<p>When completing the required papers listed below, a student would write a minimum of 21 pages. The papers are:</p> <p>DEVELOPMENT OF ONE'S PERSPECTIVE OF SELF (4-6 pages worth 40 points) UNDERSTANDING THE DEVELOPMENT OF RESILIENCY ANALYSIS (6-8 pages worth 30 points) APPLICATION OF THE GENERALIST MODEL OF PRACTICE CASE STUDY (5-6 pages worth 30 points) DEVELOPING A SENSE OF BELONGINGNESS IN COMMUNITIES (6-8 pages worth 40 points)</p> <p>A detailed description can be found on pages 4 and 5 of the syllabus</p>
3. Multiple types of writing	<p>There are several types of writing involved in the four papers required in the course. See syllabus page 4 for brief description of each and a more detailed description on the blackboard site.</p> <p>-In the Development of One's Perspective of Self students are asked to find appreciation for the process of self-awareness. This is the first paper in the social work accredited foundation courses where students are required to use their own experiences of how they have changed and draw conclusions from that about their emerging understanding how people change. Students learn the skill of how to express their opinion with the skill of using evidence from professional refereed journals to support their opinion. They also learn how to draw conclusions.</p> <p>-In the Understanding The Development of Resiliency Analysis students must gather materials from several sources, present that material, compare and contrast the findings, and then draw inferences from those findings about the process of how people change.</p> <p>-In the Application of Generalist Model of Practice Case Study students are required to use professional</p>

	<p>terminology from various social work models to analyze two cases that they are given on a CD.</p> <p>-In the Developing a Sense of Belongingness Community , students must research through multiple sources including interviews, professional journals, and participant-observer about the community in which they live. Students learn how to do a 'field observation' and how to take this information and their research to develop hypotheses about how different marginalized groups of people might experience living in their community.</p> <p>-There are also many in-class non graded writing assignments of exposition and discipline writing skills such as the Professional Identity Reflections. In the Professional Identity Reflections students are asked throughout the term at key learning moments in class to write short reflections identifying pivotal points of learning leading to core competencies outlined by CSWE. Students are asked to rate on a scale of 1-10 their sense of achievement and then write a reflection. The exercise last no longer than 15 minutes. Students are given feedback from the instructor by the next class session or more immediately by email.</p>
<p>4. At least 50% of course grade from graded writing assignments</p>	<p>The total points for this course is 200 of which 140 are achieved through the above four papers (70% of the total grade). Rubrics are used for feedback on ALL papers and reflect grading of 80% content and 20% written expression/correct discipline expression skills on each of the four papers. The information about the criteria for grading is listed after the description of each paper in the syllabus on pages 4 and 5.</p>
<p>5. Opportunities for multiple drafts</p>	<p>Students are given a rubric for each written assignment and presentation. Students are expected to rewrite their assignments until they have achieved a professional level of presentation. Students may rewrite the paper as many times as they want throughout the term. Students are instructed to attach the rubric on the front of the paper. In subsequent rewrites the student simply removes the rubric, attaches it to the subsequent rewrite and then places a clean copy of the rubric on top. Some students end up at the end of the term with four or more rubrics. The instructor can then track both changes and comments made to the student. The final rewrite is due on the last day of class with all remaining work in a portfolio packet. It is strictly up to the student to determine when their paper is at a standard that is acceptable for the grade that they are hoping to receive. This information is listed in the syllabus on page 4 under the section titled 'Assignments'.</p>
<p>6. Ungraded writing activities</p>	<p>There are numerous ungraded writing activities in the class both in class, on-line discussion board, and out of class assignments. One ungraded writing assignment that are formalized is the Professional Identity Reflection Activity (See detailed description below) The activity provides the student with freedom to chose how they want to express their developing professional social work identity and skill set. Students are not evaluated on either English composition nor content in the ungraded activities. Descriptions of the Professional Identity Reflections activity is on page 5 of the syllabus.</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 given to students into the gray box below)

TASK:

The main purpose of The Application of the Generalist Model Case Study is for students to learn the basic components that are needed to write a professional case assessment. This paper will be 6-8 pages in which you are required to answer 5 questions about two different case examples. In order to complete this paper you will receive a CD which holds 6 'client' cases. You should watch all 6 cases. Now choose 2 cases (out of the 6) and answer the following the 5 assigned questions on each of the 2 cases. Please include the question and place your answer below the question. The material needed to answer each of the 5 questions is presented in the PowerPoint entitled, The Elements of an Assessment, which is located in the Hand-Out section on the Blackboard site. We have also examined this PowerPoint in class.

The questions are:

1. How can you understand the person's experience from the generalist model of practice?
Requirement: Apply two concepts from each of the 5 perspectives of the generalist model
2. What is the person's concept of self?
Requirement: Describe the client's view of him/herself and their theory of change
3. How can you best understand the person's experience of him/herself?
Requirement: specifically apply 2 theories from our list of self theories to this case
4. How does the client's multifaceted context affect their understanding of self?
Requirement: list all of the client's contexts, then highlight the most salient ones. Write a critical analysis of how the client context affects their understanding of their problem.
5. How does your multifaceted context interface with the client's context?
Requirement: list your entire multifaceted context and describe how the intersection of your contexts supports or impinges upon building a rapport.

Audience

You should assume that the instructor is reading this paper for your ability to grasp and sort information presented by a client.

Purpose

The main purpose of this paper is for students to learn the basic components that are needed to write a professional case assessment.

This paper helps the student to achieve the following course outcomes:

Examine:

1. the principles and concepts underpinning the generalist model as it applies to understanding the human condition
2. the interrelationship of the biopsychosocialspiritual domains in understanding individual functioning
3. the process by which one's own attitudes and biases shape interactions with others and can form a stance that values global equality
4. how one's perspective of human rights and social justice has been modified, changed, or enhanced
5. one's perspective on individual functioning by applying theories of identity development

Students are also expected to demonstrate level 2 proficiency in Core Social Work Professional Identity (see list in syllabi for the elements of CORE)

Due Dates

The first draft of this paper is due March 6, 2009. All rewrites are due on the date that any other paper in the course is due. The final written paper is due the last day of class in the student portfolio packet.

Format and other requirements

- 6-8 pages
- Verbeno or Arial font (10 or 11 pitch)
- Include each question in the paper and place your answer below it
- Double spaced

Example

See sample student paper on-line

Evaluation Criteria

See attached rubric and on-line

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

This assignment has a rubric attached to it. The instructor grades the student with the rubric with additional comments at the bottom.

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

The main purpose of this paper is for students to learn the basic components that are needed to write a professional case assessment. (See above section: Purpose)

INFORMAL, UNGRADED ASSIGNMENT

Student Assignment Sheet (paste the assignment handout given to students into the gray box below)
Reflections on Your Professional Identity Development is a ungraded in-class writing activity. It is designed to reinforce the goal of developing a professional identity that needs to occur by the end of the student's course of study in the social work program. In this course students are expected to demonstrate level 2 proficiency in Core Social Work Professional Identity Elements. Given that this is the student's first course in the foundation curriculum the core elements are new to the student. Throughout the term student will have at least 8 opportunities (one every two weeks) to experience completing a Reflection.

Instructions:

Reflect on what you have learned in the last several classes and how you have demonstrated professional attitude, behaviors and/or skills. Mark which elements below stand out the most in your learning and give yourself a rating on those items. Only mark those that are most paramount to your development during this time period. (A rating of 1 is low and 10 is high)

Attitudes include:

- Reflect commitment of social work principle
- Recognition of self and clients as co-creators of change
- Commitment to social consciousness & social justice
- Recognition of self as a world citizen, thinking globally while acting locally

Behaviors include:

- Incorporation of professional language in interactions with colleagues
- Proficiency in interviewing clients as a means for ongoing assessment and evaluation
- Ability to present professionally in various arenas
- Ability to engage effectively in a supervisory relationship
- Resiliency in handling complex relationships
- Effective management of boundary issues with clients, colleagues and practice settings
- Effective time management
- Use of techniques to alleviate stress and maintain personal balance
- Respectful interpersonal relationships with peers

Attitudes and behaviors that support life long learning skills, which include:

- Incorporation of professional language into one's English Competency capability
- Accessing information from a variety of sources
- Assessment of the validity and reliability of sources
- Location and citation, per American Psychological Association, 5th Edition, (APA) standards, of professional journal articles, books, and internet sources
- Skillful expository writing
- Application of critical thinking skills
- Use of technology systems (such as CMS, SPSS, Microsoft Office applications, and email) in research, analysis and communication

Now, write a brief paragraph analyzing your self rating. Try to use some of professional terminology that we have talked about in class or that you have read in your readings. Try to use critical thinking skills such as comparing and contrasting, drawing conclusions or inferences.

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

The assignment is ungraded. Students will get feedback in writing by the next class session.

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

This ungraded writing assignment is designed to meet the course outcomes of demonstrating level 2 proficiency in Core Social Work Professional Identity .

This ungraded activity is designed to reinforce the goal of developing a professional identity that needs to occur by the end of the student course of study in the social work program.

Application of Generalist Model Paper..... (30 pts) Student's name: _____

Criteria	Incomplete 0	Not yet competent 1	Competent 2	Professional 3
Case 1 Question 1: Generalist model	Minimal understanding of the concepts in almost all perspectives Written expression seriously interferes with the meaning	Uses two concepts from two of the perspectives but not necessarily in a professional manner Written expression follows basic rules	Uses two concepts from all but one of the perspectives in a generally appropriate manner Written expression strongly conveys meaning of the content	Uses two concepts from all five perspective appropriately in a professional manner Written expression is sophisticated and includes appropriate use of professional terminology
Case 1 Question 2: Client's theory of change	Does not even attempt to talk about client's theory of change Written expression interferes with the meaning of the message	Has some understanding of what is a theory of change but does not appropriately analyses it Written expression follows basic rules	Identifies the client's theory of change but in a simplistic manner Written expression strongly conveys meaning of the content	Analysis demonstrates a thorough understanding of the client's theory of change Written expression is sophisticated and includes appropriate use of professional terminology
Case 1 Question 3: Self theories	Does not use any self theories to explain the case Written expression interferes with the meaning of the message	Presents a theory but it is confusing and/or inappropriate to the case Written expression follows basic rules	Presents a self theory to explain the clients situation(s) and is able to defend position Written expression strongly conveys meaning of the content	Demonstrates a complex analysis of case with integrated applications of one or more theories to understand the case dynamics Written expression is sophisticated and includes appropriate use of professional terminology
Case 1 Question 4: Client's context explained	Student misses most of the client contexts Written expression interferes with the meaning of the message	Student identifies most of the client's contexts but in a naïve or superficial fashion Written expression follows basic rules	Student identifies all client contexts and how it influences client's worldview Written expression strongly conveys meaning of the content	Able to analyze how the client's group identification in multiple contexts effects the client's and the worker's view of theory of change and solution development Written expression is sophisticated and includes appropriate use of professional terminology
Case 1 Question 5: Interfacing issues	Misses most of the one's own contexts Written expression interferes with the meaning of the message	Identifies most of the self contexts but in a naïve or superficial fashion Written expression follows basic rules	Identifies all of their own contexts and can state how these affect the relationship with client. Written expression strongly conveys meaning of the content	Able to analyze how the client's group identification in multiple contexts effects the client's and the worker's view of theory of change and solution development Written expression is sophisticated and includes appropriate use of professional terminology

<p>Case 2 Question 1: Generalist model</p>	<p>Minimal understanding of the concepts in almost all perspectives</p> <p>Written expression seriously interferes with the meaning</p>	<p>Uses two concepts from two of the perspectives but not necessarily in a professional manner</p> <p>Written expression follows basic rules</p>	<p>Uses two concepts from all but one of the perspectives in a generally appropriate manner</p> <p>Written expression strongly conveys meaning of the content</p>	<p>Uses two concepts from all five perspective appropriately in a professional manner</p> <p>Written expression is sophisticated and includes appropriate use of professional terminology</p>
<p>Case 2 Question 2: Client's theory of change</p>	<p>Does not even attempt to talk about client's theory of change</p> <p>Written expression interferes with the meaning of the message</p>	<p>Has some understanding of what is a theory of change but does not appropriately analyses it</p> <p>Written expression follows basic rules</p>	<p>Identifies the client's theory of change but in a simplistic manner</p> <p>Written expression strongly conveys meaning of the content</p>	<p>Analysis demonstrates a thorough understanding of the client's theory of change</p> <p>Written expression is sophisticated and includes appropriate use of professional terminology</p>
<p>Case 2 Question 3: Self theories</p>	<p>Does not use any self theories to explain the case</p> <p>Written expression interferes with the meaning of the message</p>	<p>Presents a theory but it is confusing and/or inappropriate to the case</p> <p>Written expression follows basic rules</p>	<p>Presents a self theory to explain the clients situation(s) and is able to defend position</p> <p>Written expression strongly conveys meaning of the content</p>	<p>Demonstrates a complex analysis of case with integrated applications of one or more theories to understand the case dynamics</p> <p>Written expression is sophisticated and includes appropriate use of professional terminology</p>
<p>Case 2 Question 4: Client's context explained</p>	<p>Student misses most of the client contexts</p> <p>Written expression interferes with the meaning of the message</p>	<p>Student identifies most of the client's contexts but in a naïve or superficial fashion</p> <p>Written expression follows basic rules</p>	<p>Student identifies all client contexts and how it influences client's worldview</p> <p>Written expression strongly conveys meaning of the content</p>	<p>Able to analyze how the client's group identification in multiple contexts effects the client's and the worker's view of theory of change and solution development</p> <p>Written expression is sophisticated and includes appropriate use of professional terminology</p>
<p>Case 2 Question 5: Interfacing issues</p>	<p>Misses most of the one's own contexts</p> <p>Written expression interferes with the meaning of the message</p>	<p>Identifies most of the self contexts but in a naïve or superficial fashion</p> <p>Written expression follows basic rules</p>	<p>Identifies all of their own contexts and can state how these affect the relationship with client.</p> <p>Written expression strongly conveys meaning of the content</p>	<p>Able to analyze how the client's group identification in multiple contexts effects the client's and the worker's view of theory of change and solution development</p> <p>Written expression is sophisticated and includes appropriate use of professional terminology</p>

Instructor comments: