

**For Committee Use Only**

Course	SWK 322 (v. 2)
Date Submitted	11-25-09
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: Social Work Program

Course #: 322

New Course       Existing Course

Credits: 3.0

Course Abbreviated Title (29 characters max): WIP:International SWK

Course Title: WIP:International Social Work Practice

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 intended to provide students with an understanding of social policy issues and programs in other countries. Examination of the political, economic, and social conditions that either enhance or impinge upon the wellbeing of people and policy development will be explored. Students will utilize critical thinking skills to deepen their understanding of international social work issues. Students will be able to understand how cultural values and beliefs are translated into policies and enacted through programs.

The International Social Work course recommended for all social work majors. This course supports the inclusion of international content in the curriculum as required by the Council on Social Work Education and the need to prepare social work graduates for leadership and direct service roles in the global arena.

## 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.**

Students in social work ongoing and active assistance in disciplinary writing through their exposure to current social work reports, field notes, journal critiques, book reviews and research projects. Through the various writing assignments, social work students are guided to develop professional language, concepts, and perspectives that will be beneficial in social work practice. Students receive instruction in APA style formatting for their writing assignments. Students are encouraged to bring their work to the in-class writing workshops, attend individual guidance on their assignments. Additionally all students will participate in a library session at the beginning of the course for research instruction.

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.

The Core Writing Assignments can be found on page 5 of the syllabus.

Meaning of Community Paper (4-6 pages)	10%
What is International Social Work Paper (8-10 pages)	20%
Social Development Proposal and paper(6-8 pages)	15%
Service Learning Paper- Understanding Human Rights (8-10 pages)	25%

The final possible page count is 26-34 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 write four core writing assignments: 1) Meaning of Community Paper; 2)What is International Social Work Paper; 3) Social Development Proposal and paper and 4) Service Learning Paper- Understanding Human Rights (see page 5 of the syllabus).

Students will produce required non-graded assignments through their discussion board entries (see page 6 of the 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.*

The four core writing assignments make up 70% of the students grades (see page 5 of the syllabus)

Meaning of Community Paper (4-6 pages)	10%
What is International Social Work Paper (8-10 pages)	20%
Social Development Proposal and paper(6-8 pages)	15%
Service Learning Paper- Understanding Human Rights (8-10 pages)	25%

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.

All students have an opportunity to gain feedback on all assignments. For the first two writing assignments students will get feedback from the instructor on those early draft of the writing work before the grade is assigned for the first two core writing assignments. Students will submit a draft with the assignment rubric, that draft will get feedback and no grade, and then students will submit a revised draft with rubric for a grade. (see page 5-6 of the syllabus) The papers are assessed based on criteria established in the writing assignment and rubric.

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.*

There will be several opportunities for students to engage in ungraded learning activities. Students are required to participate in the discussion board activities as assigned in the syllabi for collaborative writing and cooperative learning. This discussion board activity allows additional opportunities for students to express themselves in written form. Students will be engaged in occasional, in-class minute papers that will receive no credit or grade. (See page 5 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)

Meaning of Community? (paper #1)

SWK 322

Spring 2010

PAPER #1- Meaning of Community paper

Structure: the paper should be 4-6 pages in length, typed and double-spaced. Please include a cover page with your name and stapled in the upper left corner. No folders or other types of binders

Goal: This paper is designed to: develop understanding about how a sense of belongingness to a community fosters or suppresses individual identity and helps social workers to understand the history of oppression and marginalization both locally and globally.

Primary Student Outcomes addressed:

5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
7. Values that promote examining the process by which one's own attitudes and biases shape interactions with others forming a stance that values global equality

Assignment:

Part: 1: begin your paper with your own positionality and intersectionality statement. Then address the following:

- What is your personal definition of community?
- How did the community you grew up in influence you as a child?
- How does the community you grew up in influence you now?
- How does the community you live in currently impact the following:
  - a. Your personal economic status.
  - b. Your spiritual activities.
  - c. Your access to services and supports needed to maintain in school.
  - d. Access to services and supports needed by your family.

- How does your community contribute to your personal well being?
- How do you contribute to the well-being of your community?
- What is your understanding of the central issues of social justice confronting your community?
- How does this information help or hinder the development of your professional stance as a beginning social work practitioner?

Criteria for Evaluation: This assignment is worth 10%. See rubric posted on blackboard site 1ST draft due, week 2, final draft week 3, revision

#### Model

I will provide samples of this assignment on Blackboard site. I will also provide detailed explanations of the purpose of the assignment, the criteria and ways to approach this assignment.

#### Other Information

WIP Peer Tutors for this course are available at the Center for Academic Writing. Please see <http://www.neiu.edu/~wip> for more information. You will meet the WIP Peer Tutor in class and receive his or her contact information as well.

Please answer the following questions regarding this sample writing assignment:

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

The student will be given feedback in a timely manner after turning in the first draft. The student will be given feedback in several areas: if the paper is well organized, clearly presented, free of grammatical mistakes and includes basic proficiency in the use of professional terminology. For further understanding of the assignment, students should review the grading criteria and expectations of the assignment on the attached rubric. This assignment has a rubric that critiques the key aspects of the assignment as outlined on the assignment handout. The student's work is scored with the rubric and also provided with written comments. See rubric on the last page of this document.

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

The main purpose of this assignment is for the students to learn the basis components that are needed to write a professional social work paper.

This paper helps the student to achieve the following course objectives.

1. principles and concepts underpinning the generalist model as it applies to understanding the human condition;
2. interrelationship of the biopsychosocial domains in understanding individual functioning;
3. integration of an international perspective to form a state of critical consciousness in understanding how others form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.

The graded assignment is designed to develop critical thinking skills and to increase student's understanding and application of beginning social work knowledge and skills.

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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.

This is an ungraded assignment that is designed to increase the student's understanding of International social work and to develop critical thinking skills. It is also designed to help students understand the importance of building community. At the beginning of the semester I will post threads that will create a prompt on the discussion board that highlights the various aspects of the course: course information, course documents, and course assignments. Students are expected to participate in in-class activities and discussion board prompts.

Task: Respond to discussion board prompt

Task: Respond to posted articles on international social work practice and policy.

Discuss your reaction to the readings. Share your insights and your developing professional stance.

Discuss the words in the article that are new to you.

Locate an article that is similar to one posted and post for your peers to read for further postings and in-class discussions

Purpose:

- To increase critical thinking skills
- To increase understanding of international social work
- To increase collaborative learning skills

Due Date: first post is due week one and each week during the semester

I will provide the first post to model what I am looking for in this assignment. I will place my own critique and reflections on our discussion board first. You may respond to mine as well as your classmates. This is a great place to share ideas that were sparked from your readings or class discussions. Students should be mindful of using this assignment to practice ways of thinking and writing as an active learner.

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?**  
Completion credit will be given based on personal thread completion, responses to other thread and inclusion of additional articles for the discussion.
- 2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?**  
This ungraded writing assignment is designed to meet several course outcomes.

At the completion of this course students will be able to examine:

8. identify how one's perspective of human rights and social justice have been modified, changed or enhanced.
9. communicating effectively orally and in writing in the professional relationship;
10. formulating professional judgments on appropriate courses of action based upon the standards of ethical conduct;
11. reflecting on one's own practice as a means for evaluating effective practice

The ungraded assignment is designed to develop critical thinking skills and to increase student's understanding and application of beginning social work knowledge and skills.