

**For Committee Use Only**

Course	WSP 201 (v. 2)
Date Submitted	11-18-09
Action	Approved
Date Action Taken	11-23-09

## 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: WSP

Course #: 201

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Feminist Ideas

Course Title: WIP:Feminist Ideas

Average Weekly Contact Hours: 3

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): Feminist Ideas is intended to insure that Women's Studies students understand what feminist perspectives are and their relationship to Women's Studies, social issues, and social change. With a focus on Organizing, Family, Health/Reproductive Justice, Violence and Work, students will learn to recognize historical and contemporary feminist leaders, understand the implications and applications of feminist ideas, apply lessons learned from past struggle to contemporary social issues, and evaluate women's changing status, by race, class, age, ability, and sexual orientation and other inequalities.

## 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**.

The purpose of the formal writing in this course is to teach the students how and in what ways to write a research paper in women's studies. We use the Purdue University writing lab instructions on writing a research paper as a guide for the students and instructor (<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>). Additionally the course has a research session in the library and a thesis workshopping to help the students be successful. This is discussed on page 4-5 of the syllabus.

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 complete two one page response papers (page 4 of syllabus), a 7-9 page research paper, as well as a four to five page annotated bibliography and a one to two page paper summary/outline (page 4-5 of syllabus). They also complete a one page plagiarism test. This totals approximately 15-20 pages of writing total.

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.

This course requires a research paper (page 4-5 of syllabus), Feminist Thinker Presentation (which includes a written handout for the class and a written outline of the presentation) (page 3-4 of syllabus), response papers (page 4 of syllabus), in class writing exercises (page 5 of syllabus), and a plagiarism test online in blackboard (listed on page 6 of syllabus) (writing the answers to the following questions: 1. Define Plagiarism (in your own words) and explain why it's such a "big deal." 2. Using a selection from a feminist text we read for class, create a paragraph that employs word-for-word plagiarism from this source. 3. Using the same selection, create a paragraph that employs paraphrase plagiarism from this source. 4. Using the same selection, create a paragraph that uses this source, is free from plagiarism and contains at least one thought of your own about it.)

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.

You can see the grading scale on page 6 of the syllabus that writing constitutes a significant portion of the grade (more than 76%, 115/150 points are for writing; only the feminist thinker presentation and the participation are not written assignments).

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.

The whole research paper writing assignment is created so that students get feedback on each step in the writing process and then feedback on a full draft (ungraded) before they turn in a final draft of the research paper. See pages 4-5 of syllabus.

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.*

The ungraded assignments are informal in-class exercises that students complete, they do minute papers, answer questions on the reading, explore what they thought about the discussion of the day and reflections on the readings.

## **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)

3. Feminist Event (two) Response Paper The goal of these responses is to increase your understanding of women's studies and women's events/videos by asking you to attend and respond to two over the course of the semester. Each must be submitted via the Digital Drop Box in Blackboard (at <http://neiu.blackboard.com>.) You can attend any women's studies focused event and then write a response paper as described below. (If you have a question about whether an event is related to women's studies please ask me.) So step one, attend an event. Step two write a one page response paper on the event/. Writing a one page (typed, double-space) response paper is unlike almost any other writing assignment you may have done in the past. It may seem easy to write something so short, but it's actually more difficult than writing something longer. You have to distill your response to an often lengthy event (a lecture, a speech, a performance, a play) into about 250 words, which isn't very much at all. To help you with this task, here are some guidelines to consider:

Since you have absolutely no space to waste, DO NOT use even one precious word summarizing the event you're reacting to. We want to know what YOU think about it. There's no need to restate the major points. You can mention briefly items from the event if there's something specific you want to react to, but avoid lengthy quotations or summaries. There's no room for them.

2. Don't try to cram all your thoughts about the event into that one page. Pick one (or at most two) idea / question / concern that the event raised for you, and develop it as fully as you can. Explain your reaction, justifying what in the event brought it up for you (without summarizing—see #1) and how you have processed it. You needn't have reached a conclusion or found the absolute "truth" about the issue you raise; it's OK to be tentative and searching in this sort of informal paper. It's also more than OK to disagree with what you witnessed—so long as you can articulate your objection with some clarity.

3. As you write these one page-papers, temporarily put aside what your high school English teacher told you about having an introduction, body and conclusion—the proverbial 5 paragraph theme. Though this form is usually sound, you'll only be writing 1-2 paragraphs here and don't need to start with generalizations (as in a typical intro) or end with summary (as in a typical conclusion). In fact, this form will only get you in trouble. Instead, launch right into your main point without any fanfare. This is not to say you shouldn't have some loose sense of structure, only that you don't need a formal thesis or outline. A good topic sentence near the beginning, defining the issue or question or objection will do just fine.

4. Don't worry too much about writing style. Although you want to write clear and grammatically correct sentences, a response paper should sound like just that—your response.

You don't need to waste time finding just the right polysyllabic word. Put that thesaurus away and spend the time thinking through your ideas instead.

#### Grading of the Response Papers

A = If you receive 9-10 points you wrote an excellent well-constructed response, with no spelling mistakes or run-on sentences. You had a clear topic sentence that described what your paper was about and you thoughtfully considered the event. You seriously considered some aspect of the event and responded without unsupported generalizations, trite or superficial comments. B = If you receive 7-8 points you wrote a good response. Your paper was well written but had a few rough spots. You considered the event but not in great depth or without going into detail about your response. C = If you receive 6 points you wrote an adequate essay. You did not have topic sentence that described what your paper was about and you superficially considered the event. You wrote unsupported generalizations or superficial comments. Your paper is acceptable but is unclear or hard to follow. D = If you receive 5 points you wrote an incomplete paper. Either you did not follow the assignment or your paper is unclear and insufficient. F = If you receive less than 5 points you turned in a poor paper, it was incomplete and superficial and did not engage with the assignment at all.

Please answer the following questions regarding this sample writing assignment:

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

I read their responses to their events and write back to them about their responses. You can see the formal evaluation above. A grade will be assigned according to the description provided in the student handout.

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

This assignment give the students a chance to link current events to the feminist ideas they are learning about in the classroom. Additionally it provides an opportunity for students to engage with the course goals: Analyze the relationships between and among various social institutions in the context of inequality, power and oppression and reflect on women's experiences in social institutions, such as work, health care, and the criminal justice system; or Evaluate women's changing status, by race, class, age, ability, and sexual orientation.

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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.

Weekly assessments on feminist ideas we are learning about in the course. These inclass exercises include one minute responses, answers to questions over the readings and opportunities to think about, in writing, what we are talking about and reading about for class.

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?**

I will read their work and write back to it about their thinking or their ideas and then use them to structure class discussions or clarifications.

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

This provides an opportunity for students to think about the feminist ideas goal one of the course.