

**DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM DEVELOPMENT COVER SHEET**

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: CLE 380: BU Writing Center—Special Topic:

SHORT TITLE OF PROPOSAL: 1 GEP for Goal 1, Communication for CLE 380/Cross list with ENGLISH 397.

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION		ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION		Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)			APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/>	1 Experimental Course <sup>1</sup>		A B2 E	PQR	1. d	
<input type="checkbox"/>	2 Change in Master Course Syllabus:					
<input type="checkbox"/>	<input type="checkbox"/> 2a Title and/or Description	<input type="checkbox"/> 2b Credits	A B1 B2 E	PQ	2ab.	
<input type="checkbox"/>	2c Course Number		A B1 B2 E	PQ	2c.	
<input type="checkbox"/>	2d Pre & Co-Requisite		A B1 B2 E	PQ	2d. a, b	
<input type="checkbox"/>	2e Content Outline		A B1 B2 DE	PQR	2e. a, b	
<input type="checkbox"/>	2f Methods		A B1 B2 E	PQR	2f. a, b	
<input type="checkbox"/>	2g Departmental Recommended Class Size, if appropriate		A B1 B2 DE	PQR	2g. a, b	
<input type="checkbox"/>	2h Student Learning Objectives		A B1 B2 DE	PQR	2h. a, b	
<input type="checkbox"/>	2i Student Assessment and/or Evaluation		A B1 B2 E	PQR	2i. a, b	
<input type="checkbox"/>	2j Course Assessment		A B1 B2 E	PQR	2j. a, b, e	
<input type="checkbox"/>	2k Supporting Materials &/or Prototype Text		A	R	2k. a, b, f	
<input type="checkbox"/>	3 Deactivate a Course		A B1 B2 E	PQ	3. a, b	
<input checked="" type="checkbox"/>	4 Pass/Fail Grading		A B1 B2 DE	PQR	4. a, b	
<input type="checkbox"/>	5 Major/Minor/Concentration Requirements/Electives		A B1 B2 DE	PQV	5. a, b	
<input checked="" type="checkbox"/>	6 New Course		A B1 B2 DE	PQR	6. a, b	
<input checked="" type="checkbox"/>	7 Dual Listing (select 7a or 7b)		A B1 B2 DE	PQR	7. b	
<input type="checkbox"/>	<input type="checkbox"/> 7a Offered in two departments with same number		A B1 B2 DE	PQR	7a. b	
<input type="checkbox"/>	<input type="checkbox"/> 7b Offered in one department as undergrad & grad		A B1 B2 C1 C2 DE	PQR	7b. b	
<input checked="" type="checkbox"/>	8 General Education Change		A B1 B2 C3 DE	PQR	8. a, b	
<input type="checkbox"/>	9 Minor (Major exists)		A B1 B2 DE	PQV	9. a, b	
<input type="checkbox"/>	10 Minor (No Major exists)		3A B1 B2 DEFGH	PQTUV	10. a, b, c	
<input type="checkbox"/>	11 Non-Degree Certificate Program		A B1 B2 DE FGH	PQTU	11. a, b	
<input type="checkbox"/>	12 Program Deletion		A B2 D-Information EFGH	PQTU	12. a, b, c	
<input type="checkbox"/>	13 Program Moratorium		A B2 D-Information EFH	PQ	13. a, b, c	
<input type="checkbox"/>	14 Certificate Program(Major or Minor Exists)		A B1 B2 DEFG	PQ	14. a, b, c	
<input type="checkbox"/>	15 Degree Designation		A B1 B2 DEFGH	PQTU	16. b, c	
<input type="checkbox"/>	16 Degree Program		3A B1 B2 DEFGH	PQTUVW	17. a, b, c	
<input type="checkbox"/>	17 Program Policy Change		A B1 B2 DE	PQ	18. a, b, c	
<input type="checkbox"/>	18 Concept Approval		A B1 B2 DE	PQ, Letter of Intent	19. a, b, c	
<input type="checkbox"/>	19 Distance Education		A B1 B2 DE	PQR	20. a, b, c	
<input type="checkbox"/>	20 Other		VARIES	VARIES	21. varies	

Box 4: DOCUMENTATION					
x	P. This Cover Sheet		T. Fiscal Impact		W. Program Completion Plan
x	Q. Summary (Reverse of P)		U. Needs Analysis		X. Concept Approval
x	R. Syllabus		V. Program Course Checklists <sup>4</sup>		

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC  
e) Office of Planning & Assessment f) Provost's Office
- 3 Concept approval required prior to detailed program development. Submit Letter of Intent.
- 4 Include existing and proposed checklists.

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: <u>Beta Ginter</u>	<u>2-13-15</u>
B1 College Curriculum Committee	Chair: <u>[Signature]</u>	<u>2-18-15</u>
B2 College Dean	Dean: <u>[Signature]</u>	<u>2/24/15</u>
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: <u>Molly Marnelle</u>	<u>3/18/15</u>
D University Curriculum Committee (BUCC)	Chair: _____	_____
E University Provost & VPAA	Provost & VPAA _____	_____
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

**DOCUMENT Q - SUMMARY PROPOSAL**

College: Liberal Arts	Department: English	Phone: x4428	Effective Semester: Fall 2015
Contact Person: Ted Roggenbuck			

Q-1: Briefly describe what is requested: Approve CLE 380: BU Writing Center—Special Topic: for 1 GEP for Communication and cross-list with ENGLISH 397			
	Goal 1: Communication	1 GEP	
For new courses or changes in existing courses (needed by Registrar):			
New Title: CLE 380: BU Writing Center—Special Topic		Course #: CLE 380	Credits: 0
Course Abbreviation: BUWC Special Topic (Maximum of 20 letters including blank spaces)			
Old Title:	Course #:	Credits:	

Q-2: Set forth the full rationale for what is proposed.
<p>(Use space as needed.) Students employed to work as Writing Consultants in the BU Writing Center (BUWC), are required each semester to read and respond to writing center theory related to a particular aspect of their work. The topic changes each semester so that students can repeat the experience several semesters without the content repeating that of previous semesters. Students also complete a semester project and add a page to their Consultant ePortfolio. These unpaid experiences enhance the learning these consultants experience in their paid sessions with writers. Consultants are required to work at least 3 hours each week in the BUWC, for which they are paid. Consultants learn through both their paid work and the co-curricular experiences that constitute BUWC training. Each semester, consultants are expected to read and write in response to several scholarly texts about writing and writing instruction, to meet weekly to discuss those texts, and to work with writers at least 3 hours each week in the BUWC for a total experience of no fewer than 70 hours (approximately 28 unpaid and 42 paid) each semester. The entire experience relates to written and oral communication, justifying 1 GEP for Communication.</p> <p>Currently, ENGLISH 397 is a 1-credit, repeatable training class required for all students working as BUWC Writing Consultants. The course was originally created prior to the implementation of the MyCore general education program. Students taking this course are unusual in that they must do so as a condition of employment in the BUWC. Unfortunately, under the current tuition structure, students already taking 18 credits often choose either not to work in the BUWC, or they choose to fulfill the requirement without any record of it on their transcripts because they cannot afford to exceed 18 credits. Under the pilot per-credit tuition structure, paying for required training will make working in the BUWC cost prohibitive for many students, especially those from out of state. Offering a co-curricular learning experience (CLE 380) that contributes to MyCore will improve the BUWC's ability to attract and retain writing consultants from all four colleges, which will in turn improve the BUWC's ability to work effectively with writers from each college. ENGLISH 397 remains valuable to English majors as an elective within the major. Cross-listing the existing ENGLISH 397 as CLE 380 allows the training to contribute to many students' transcripts in ways currently not possible. For students from any major, having writing center experience and training listed on their transcripts can improve future employment and graduate school prospects.</p>

Q-3 RESOURCES
<input checked="" type="checkbox"/> No additional resources required. Explain why.
<input type="checkbox"/> Use space as needed to indicate probable source of additional funds:
<p>(Use space as needed.) CLE 380, cross-listed with the existing ENGLISH 397 course, would be offered and assessed by the BUWC Director as part of reassigned duties to administer the BUWC. The CLE creates no additional duties beyond reporting assessment data.</p>

Q-4 Impact including Center for Academic Computing and Library resources. (Complete a or b)

a) Impact was reviewed but none detected:

Beta Integer 2-13-15  
Department Chair Signature Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were:

\_\_\_\_\_  
Department Chair Signature Date

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

\_\_\_\_\_  
Department Chair Signature Date

1. **Date Prepared:** September 2014  
 2. **Prepared by:** Ted Roggenbuck & Timothy Oleksiak  
 3. **Department:** University Writing Center  
 4. **Course Number:** CLE 380  
 5. **Course Title:** CLE—BU Writing Center Special Topic  
 6. **Credit Hours:** 0

Goal 1: Communication	1 GEP
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7. **Prerequisites:** Permission of the BU Writing Center (BUWC) Director. For current BUWC Writing Consultants.

8. **Catalog Description:** Explores theories, research methods, and practices of writing center work related to a particular topic beyond the introductory treatment offered in BU Writing Center Practicum. Writing Consultants read, explore, and meet for one hour each week to discuss the semester topic and aspects of their work in the BUWC. Topics may include the following: technology in writing center consulting, discipline-specific writing practices, writing center resources, writing center scholarship. Repeatable for MyCore GEPs. Required for those currently employed as a BU Writing Center (BUWC) Consultants.

9. & 10. **Content & Methods:** Essential to the course is reflection on and practical application of the semester topic in BUWC sessions with writers. All topics are related to writing center scholarship and work. Topics may include any of the following:

- Theories of learning and consulting.
- Technology in writing center consulting.
- Discipline-specific writing practices.
- Use of writing center resources (handbooks, formatting systems, etc.).
- Process theories of writing.
- Problematic tutoring sessions.

Throughout the semester, students will read and respond to writing center scholarship, meet for an hour each week to discuss reading material, and work at least three hours each week in the BUWC. In total students will spend at least 70 hours for the semester in a co-curricular experience related to Goal 1. They will be compensated for the time they work in the BUWC, but not for the supplemental learning activities described in this syllabus.

11. **Student Learning Objectives:**

Upon completion of this course students will be able to:	Gen Ed Goals w/ GEPs	Related (Modified) VALUE Rubric Elements
1. Recognize and adapt to writers' needs during sessions	N/A	N/A
2. Connect semester topic to writing sessions	Goal 1- Communication	<b>Integrative Learning</b> Transfer (Modified)
3. Adapt strategies for writers at different levels and in different disciplines	Goal 1 - Communication	<b>Written Communication</b> Context and Purpose for Writing (Modified)
4. Describe current development as writers and consultants	Goal 1 - Communication	<b>Integrative Learning</b> Reflection and Self-Assessment (Modified)
5. Contribute to a productive, collaborative working environment	N/A	N/A

Central to learning to become an effective BUWC Writing Consultant is the study of writing center literature addressing the complexities of communicating in writing in multiple environments, and the application of that knowledge in sessions with writers. In one afternoon, the same consultant might work with an international student for whom English is a second language, a graduate student from any BU graduate program, a student in a

developmental writing class, and a student from any major. The CLE pairs writing center literature related to the semester topic, as described in the content outline, with experience working with writers in the BUWC. The entire experience relates to written and oral communication, justifying 1 GEP for Communication.

**12. Student Assessment:**

All prospective consultants will compile an ePortfolio in which they include their responses to assigned reading, a Peer Observation Report of a session they lead, and a final reflection in which they provide evidence from their experience to describe their progress toward each of the SLOs for the course.

Student Learning Objectives	Means of Assessment
1. Recognize and adapt to writers' needs during sessions	-Peer Observation Report -Prompted reflection in Consulting ePortfolio
2. Connect semester topic to writing sessions	-Summary/responses to assigned reading -Prompted reflection in Consulting ePortfolio
3. Adapt strategies for writers at different levels and in different disciplines	-Prompted reflection in Consulting ePortfolio
4. Describe current development as writers and consultants	-Prompted reflection in Consulting ePortfolio
5. Contribute to a productive, collaborative working environment	-Evaluation by BUWC Human Resources Committee -Prompted reflection in Consulting ePortfolio

**13. Evaluation of Individual Student Performance:** The ePortfolio described in 12. **Student Assessment** will also be used to evaluate individual students. Assigned grades will be Pass/Fail. Students who fail to attend weekly meetings or their assigned shadowing times, as well as students who fail to complete a successful ePortfolio, will receive a failing grade.

**14. Course Assessment:** The BUWC Director or equivalent will use current best practices in portfolio assessment. All prospective consultants will produce an ePortfolio containing responses to assigned reading, a peer observation report and reflection, and a final reflection related to the learning objectives. The BUWC Director or equivalent will evaluate the effectiveness of the course as a foundational experience for writing consultants and make changes based on that assessment. Assessment data will be reported to the Office of Planning and Assessment as requested by the General Education Council.

**15. Supporting Materials:** \*Denotes holdings in Andruss Library. <sup>W</sup>Denotes resources available in the BUWC.

Periodicals:

- \**The Writing Center Journal*
- \**College Composition and Communication*
- \**College English*
- \**Composition Studies*
- \**English Journal*
- JAC: A Journal of Composition Theory*
- \**Journal of Basic Writing*
- \**Research in the Teaching of English*
- The Writing Lab Newsletter*

Online and Electronic Resources:

- Dangling Modifier*. National Conference on Peer Tutoring in Writing/Penn State U. Writing Center. Web.
- International Writing Center Association*. Web.
- National Conference on Peer Tutoring in Writing*. Web.
- Online Writing Lab*. Purdue University. Web.

PeerCentered. Web.

Praxis: *A Writing Center Journal*. Undergraduate Writing Center, UT-Austin. Web.

Training for Tough Tutorials. U of Richmond. Web.

Tutor.edu: *A Manual for Writing Center Tutors*. Web.

Books & Video: <sup>w</sup> Denotes books available in the BUWC.

- <sup>w</sup>American Psychological Association. *Publication Manual of the American Psychological Association*. 6<sup>th</sup> ed. Washington, D.C.: American Psychological Association, 2010. Print.
- <sup>w</sup>Babcock, Rebecca Day, Kellye Manning, and Travis Rodgers. *A Synthesis of Qualitative Studies of Writing Center Tutoring 1983-2006*. New York: Peter Lang, 2011. Print.
- <sup>w</sup>Barnett, Robert W., and Jacob S. Blumner, eds. *The Allyn and Bacon Guide to Writing Center Theory and Practice*. Boston: Allyn and Bacon, 2008. Print.
- <sup>w</sup>Bruce, Shanti, and Ben Raforth, eds. *ESL Writers: A Guide for Writing Center Tutors*. 2<sup>nd</sup> ed. Portsmouth: Boynton/Cook, 2009. Print.
- <sup>w</sup>Capossela, Toni-Lee. *The Harcourt Brace Guide to Peer Tutoring*. New York: Harcourt, 1998. Print.
- Elmborg, James K., and Sheril Hook. *Centers for Learning: Writing Centers and Libraries in Collaboration*. Chicago: Association of College and Research Libraries, 2005. Print.
- <sup>w</sup>Fels, Dwan, and Jenneifer Wells, eds. *The Successful High School Writing Center*. New York: Teachers College, Columbia U. 2011. Print.
- <sup>w</sup>Gillespie, Paula. *The Longman Guide to Peer Tutoring*. 2<sup>nd</sup> ed. Upper Saddle River, NJ : Pearson, 2007. Print.
- Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron L. Stay, eds. *Writing Center Research: Extending the Conversation*. Mahwah: Erlbaum, 2002. Print.
- <sup>w</sup>Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn and Bacon, 2000. Print.
- \*Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. New York, W. W. Norton & Company, 2014. Print.
- <sup>w</sup>Hacker, Diana, and Nancy Sommers. *A Writer's Reference*. 7<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2011. Print.
- <sup>w</sup>Harris, Muriel. *Teaching One-to-One: The Writing Conference*. Urbana: NCTE, 1986. Print.
- <sup>w</sup>Lee, Sohuie, and Russell Carpenter, eds. *The Routledge Reader on Writing Centers & New Media*. New York: Routledge, 2014. Print.
- <sup>w</sup>Lunsford, Andrea A., and Lisa Ede. *Writing Together: Collaboration in Theory and Practice*. Boston: Bedford/St. Martin's, 2012. Print.
- <sup>w</sup>Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: The MLA of America, 2009. Print.
- <sup>w</sup>Moore Howard, Rebecca. *Writing Matters: A Handbook for Writing and Research*. New York: McGraw Hill, 2011. Print.
- <sup>w</sup>Murphy, Christina, and Joe Law, eds. *Landmark Essays on Writing Centers*. Mahwah: Erlbaum, 1995. Print.
- <sup>w</sup>Murphy, Christina, and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. 3<sup>rd</sup> ed. Boston: Bedford/St. Martin's, 2008. Print.
- <sup>w</sup>Murphy, Christina, and Byron L. Stay, eds. *The Writing Center Director's Resource Book*. Mahwah: Erlbaum, 2006. Print.
- <sup>w</sup>Pemberton, Michael A., and Joyce Kinkead, eds. *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Logan: Utah State UP, 2003. Print.
- <sup>w</sup>Raforth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*. 2<sup>nd</sup> ed. New York: Heinemann, 2005. Print.
- <sup>w</sup>Robertson, Wayne. dir. *Writing Across Borders*. Oregon State University, 2005. DVD.
- <sup>w</sup>Soven, Margot Iris. *What the Writing Tutor Needs to Know*. Boston: Thomson, 2006. Print.

## 16. Prototype Text:

None

## (Modified) VALUE Rubric: Integrative Learning

Zero will be assigned to any work sample or collection of work that does not meet Benchmark (1) level performance.

VALUE element	SLO	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	2. Connect writing center theory to writing sessions	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation to understand problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	4. Describe current development as writers and consultants	Evaluates changes in own learning over time, identifying specific contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Recognizes changes in own learning over time, identifying contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

## (Modified) VALUE Rubric: Written Communication

Zero will be assigned to any work sample or collection of work that does not meet Benchmark (1) level performance.

VALUE element	SLO	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	3. Adapt strategies for writers at different levels and in different disciplines	Demonstrates a thorough understanding of writer's context, audience, and purpose, and responds insightfully to the writer's needs.	Demonstrates an adequate understanding of writer's context, audience, and purpose, and is generally responsive to the writer's needs.	Demonstrates awareness of writer's context, audience, and purpose, but inadequately responds to writer's needs.	Demonstrates minimal awareness of writer's context, audience, and purpose, but does not respond to writer's needs.