

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 390 Writing in the Disciplines Special Topics

SHORT TITLE OF PROPOSAL: WID Special Topics CLE, 1 MyCore GEP in Goal 1: Communication

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 ¹	A B2 E	PQR	1. d	
<input type="checkbox"/>	2	Change in Master Course Syllabus:				
	<input type="checkbox"/>	2a Title and/or Description	A B1 B2 E	PQ	2ab.	
	<input type="checkbox"/>	2b Credits				
	<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/Elective	A B1 B2 DE	PQV	5. a, b	
<input checked="" type="checkbox"/>	6	New Course	A B1 B2 DE	PQR	6. a, b	
<input type="checkbox"/>	7	Dual Listing (select 7a or 7b)	A B1 B2 DE	PQR	7. b	
	<input type="checkbox"/>	7a Offered in two departments with same number	A B1 B2 DE	PQR	7a. b	
	<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 checked="" 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 ⁴	

- 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 Entzger</u>	<u>2-12-15</u>
B1 College Curriculum Committee	Chair: <u>D.S.P.</u>	<u>2-18-15</u>
B2 College Dean	Dean: <u>J. OB</u>	<u>2/19/15</u>
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: <u>Molly Marnella</u>	<u>3/23/15</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
Contact Person: Timothy Oleksiak	Phone: x4716 Effective Semester: Fall 2015

Q-1: Briefly describe what is requested: Approval of Writing in the Disciplines (WID) Special Topics as a Co-Curricular Learning Experience (CLE) for 1 MyCore GEP for continuing training of experienced writing fellows. Approval of CLE 390 for Goal 1: Communication 1 GEP.

For new courses or changes in existing courses (needed by Registrar):

New Title: Writing in the Disciplines Special Topics	Course #: CLE 390	Credits: 0
Course Abbreviation: WID Special Topics (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

Q-2: Set forth the full rationale for what is proposed.

(Use space as needed.) Students employed to work as writing fellows are required each semester to read and respond to writing in the disciplines theory and practice related to the work they will be doing as writing fellows. 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 an ePortfolio. These unpaid experiences enhance the learning writing fellows experience in their paid consultations with faculty and students. Writing fellows are required to spend at least 8 hours a week consulting with faculty and students and responding to student writing. Writing fellows learn through both their paid work and the co-curricular learning experiences that constitute writing fellows training. Each semester, writing fellows are expected to read and write in response to scholarly texts about writing and writing instruction, to meet weekly to discuss those texts, and to work directly with faculty and students at least 8 hours each week. For a total experience of no fewer than 126 hours (approximately 14 unpaid and 112 paid) each semester. The entire experience relates to written and oral communication, justifying 1 GEP for Communication.

Because writing fellow theory and practice is a unique scholarly field that can be taught, a CLE is necessary for the training of newly hired writing fellows. This CLE pairs the experience of working as a writing fellow with theory and research relating to writing fellows as a unique opportunity for learning. Offering a co-curricular learning experience (CLE) that contributes to MyCore will improve the Writing Fellows Program's ability to attract prospective writing fellows from all four colleges, which will in turn improve the program's ability to extend its services. For students from any major, having been trained as a writing fellow with documented evidence of such training on the transcripts makes them more desirable as future employees and/or graduate students. Under the current tuition structure, A CLE is preferable to a course because students already taking 18 credits often choose not to take another class because they cannot afford to exceed 18 credits. This is especially true for students from highly prescribed majors. Under the new per-credit tuition pilot, a required course for training would prove cost prohibitive for many students, especially out-of-state students, and would inhibit students from becoming Fellows. On average, writing fellows will be expected to work 9 hours a week or 126 hours in a single semester.

Q-3 RESOURCES

No additional resources required. Explain why. Current BU infrastructure supports the needs of this course. The professional responsibilities of the WID Coordinator require the creation, development, and on-going assessment of a Writing Fellows Program at BU.

Use space as needed to indicate probable source of additional funds:

(Use space as needed.) WID Special Topics as a CLE will be taught and assessed by the WID Coordinator as part of reassign time.

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

a) Impact was reviewed but none detected:

Beta Intgr 2-12-15
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:** November 13, 2014
2. **Prepared by:** Timothy Oleksiak and Ted Roggenbuck
3. **Department:** Writing Fellows Program
4. **Course Number:** CLE 390
5. **Course Title:** Writing in the Disciplines Special Topics
6. **Credits:** 0

Goal 1: Communication	1 GEP
-----------------------	-------

7. **Prerequisites:** Permission of the Writing in the Disciplines Coordinator, completion of Writing in the Disciplines Practicum, and employment as a writing fellow.

8. **Catalog Description:** Explores theories, research methods, and practices of writing in the disciplines beyond the introductory treatment offered in Writing in the Disciplines Practicum. Writing fellows read, explore, and meet for one hour each week to discuss the special topics and challenges facing experienced writing fellows. Topics may include the following: peer-to-peer and group review sessions; discipline-specific writing practices; and professional oral and written communication for diverse audiences. Repeatable. Required for those writing fellows who have previously taken Writing in the Disciplines Practicum and are currently employed as a writing fellow.

9. & 10. Content and Methods:

- a. The following content is essential for this co-curricular learning experience
 - i. Experienced fellows will explore practical, theoretical, and research challenges of writing fellows work.
 1. Topics may include any of the following:
 - a. Difficult peer review sessions
 - b. Communicating with faculty
 - c. Debates in WID theory and practice
 - d. Listening as a guide for stake-holder interaction
 2. Special topics are open to the discretion of the instructor
 - ii. 8 hours a week working with students and cooperating faculty
- b. The following content is optional for this co-curricular learning experience
 - i. Writing in the disciplines/disciplinary conventions
 - ii. Process theory of writing
 - iii. Peer review/peer consultation

Students will read and respond to writing fellows scholarship, meet for 1 hour each week to discuss reading material, and work at least 8 hours consulting with faculty, students, and responding to student writing. In total students will spend at least 126 hours for the semester in a co-curricular experience related to Goal 1: Communication. Students will be paid for a portion of their work.

11. Student Learning Objectives:

Student Learning Objectives Upon completion of this course students will be able to	Gen Ed Goals w/ GEPs	Related VALUE RUBRIC Elements
1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-fellow situations	Goal 1—Communication	Integrative Learning Transfer (modified)
2. Adapt strategies for writers at different levels and in different disciplines	Goal 1—Communication	Written Communication Context and Purpose for Writing (modified)
3. Describe development as writing fellows	Goal 1—Communication	Integrative Learning Reflection and Self-Assessment (modified)
4. Identify and respond to needs of students and faculty	n/a	n/a
5. Create and execute approaches to solving problems with student writing	n/a	n/a

Offering a co-curricular learning experience (CLE) that contributes to MyCore will improve the Writing Fellows Program's ability to attract prospective writing fellows from all four colleges, which will in turn improve the program's ability to extend its services. 1 GEP is sufficient for the 9 hours of work expected during a single semester.

12. Student Assessment: All students enrolled in WID Special Topics will compile an ePortfolio in which they include their responses to assigned reading; critical evaluation based on empirical observations of peer-to-peer and faculty-to-student conversations; a rationale for a viable research project that advances knowledge of WID theory, practice, and/or research; and a final semester reflection.

Student Learning Objectives	Means of Assessment
1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-fellow situations	<ul style="list-style-type: none"> • Summary/response to assigned reading • Prompted reflection in ePortfolio
2. Adapt strategies for writers at different levels and in different disciplines	<ul style="list-style-type: none"> • Observation reports from peer-to-peer and faculty-to-fellow meetings • Prompted reflection in ePortfolio
3. Describe development as writing fellows	<ul style="list-style-type: none"> • Prompted reflection in ePortfolio
4. Identify and respond to needs of students and faculty	<ul style="list-style-type: none"> • Observation reports from peer-to-peer and faculty-to-fellow meetings • Prompted reflection in ePortfolio
5. Create and execute approaches to solving problems with student writing	<ul style="list-style-type: none"> • Create rationale for viable research project

13. Evaluation of Individual Student Performance: ePortfolio described in #12 will function as primary text for evaluating individual student performance. Student will be assessed on a pass/fail basis. Those students not completing the ePortfolio will receive a failing grade.

14. Course Assessment: The Writing in the Disciplines Coordinator will use portfolio assessments current with best practices in the field of rhetoric and composition/writing studies. All writing fellows will produce an ePortfolio containing responses to assigned reading; a critical evaluation based on empirical observations of peer-to-peer and faculty-to-student conversations; a rationale for a viable research project that advances knowledge of WID theory, practice, and/or research; and a final semester reflection.

The WID Coordinator or equivalent will evaluate the effectiveness of the co-curricular learning experience as a foundational experience for writing fellows and make changes based on that assessment.

WID Coordinator will report data to Office of Planning and Assessment as requested by GEC.

15. Supporting Materials and References:

- *American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. 2nd print. Washington, DC, 2013. Print.
- Birr Moje, Elizabeth. "Developing Socially Just Subject-Matter Instruction: A Review of the Literature on Disciplinary Literacy Teaching." *Review of Research in Education*. 31 (2007): 1-44. Web. 11 Nov. 2014. (Available online)
- Faigley, Lester, and Jack Selzer. *A Little Argument*. New York: Longman, 2010. Print. (Request through ILL or from WID Coordinator)
- *Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: W. W. Norton & Company, 2014. Print.
- Hughes, Brad, and Emily B. Hall. *Rewriting Across the Curriculum: Writing Fellows as Agents of Change in WAC*. Spec. issue of *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* 5 (Mar 2008): n.p. Web. 11 Nov. 2014. <http://wac.colostate.edu/atd/fellows/index.cfm> (Available online)
- Hyland, Ken. *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor, MI.: U of Michigan P, 2004. Print. (Request through ILL or from WID Coordinator)
- Johnson, J. Paul, and Ethan Krase. "Coming to Learn: From First-Year Composition to Writing in the Disciplines." *Across the Disciplines* 8.2 (2012): n.p. Web. 11 Nov. 2014. http://wac.colostate.edu/atd/articles/johnson_krase2012/index.cfm (Available online)
- Kolln, Martha, and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. Boston, MA: Pearson, 2013. Print. (Request through ILL or from WID Coordinator)

- *Modern Language Association. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York, 2008. Print.
- Mullin, Joan A. *WAC, WID, ECAC, CAC, CXC, LAC—VAC? Incorporating the Visual into Writing / Electronic Communication / Learning Across the Curriculum*. Spec. issue of *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* 3 (Dec 2005): n.p. Web. 11 Nov. 2014.
<http://wac.colostate.edu/atd/visual/index.cfm> (Available online)
- Murray, Donald M. "Teaching Writing as a Process Not Product." *Cross-Talk in Composition Theory: A Reader*. Victor Villanueva, ed. Urbana, IL: NCTE, 2003: 3-6. Print. (Request through ILL or from WID Coordinator upon request)
- *Sommers, Nancy. "Between the Drafts." *College Composition and Communication* 43.1 (Feb 1992): 23-31. *JSTOR*. Web. 11 Nov. 2014.
- *---. "Responding to Student Writing." *College Composition and Communication* 33.2 (May 1982): 148-156. *JSTOR*. Web. 11 Nov. 2014.
- *---. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31.4 (Dec 1980): 378-88. *JSTOR*. Web. 11 Nov. 2014.
- Thaiss, Chris, and Terry Myers Zawacki. *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*. Portsmouth, NH: Boynton/Cook, 2006. Print. (Request through ILL)
- *Toulmin, Stephen. *The Uses of Argument*. Cambridge: Cambridge UP, 1969. Print.
- Wood, Nancy V. *Essentials of Argument*. Upper Saddle River, NJ: Pearson, 2006. Print. (Request through ILL or from WID Coordinator)

16. Prototype Text to be Used in Class:

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
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-peer situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations 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 in a new situation to understand problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Reflection and Self-Assessment <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>	3. Describe development as writing fellows	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
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	2. 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.