

Eastern Illinois University
COURSE PROPOSAL FORMAT

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ENG 5585
2. Title (may not exceed 30 characters, including spaces): Writing Project for Teachers
3. Long title, if any: Writing Project for K-12 Teachers
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 30-0-6
5. Term(s) to be offered: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. Initial term of offering: ☐ Fall ☐ Spring ☒ Summer ☐ Year 2009
7. Course description (not to exceed four lines): Based on National Writing Project principles, this course will provide K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and explore a variety of theories regarding writing to learn and writing and reading in the disciplines.
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). NA
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Graduate Standing; at least one year of K-12 teaching; application to the Eastern Illinois Writing Project (EIWP); and permission of the EIWP instructor.
 - c. Who can waive the prerequisite(s)?
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Program Coordinator ☐ Other
(Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one):
 - e. Repeat status: ☒ Course may not be repeated.

 ☐ Course may be repeated to a maximum of hours or
 times.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] **NA**
10. Grading methods (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: lecture (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

Student Learning Objectives:

- a. Gain a breadth and depth of knowledge about research underlying writing across the curriculum in the K-12 schools.
- b. Understand research underlying writing pedagogy in different disciplines.
- c. Apply writing across the curriculum theory in individual and group teaching demonstrations.
- d. Apply theory in their own writing based on the principle that the best teachers of writing are writers themselves.
- e. Contribute to a seminar environment through effective oral and written communication.
- f. Articulate their own researched rationale for teaching writing in their discipline and at their grade level.
- g. Apply writing across the curriculum theory in a proposal for a possible writing to learn in-service program.

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

NA

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge:

Objectives a and b above.

- Effective critical thinking and problem solving

Objectives a and b above.

- Effective oral and written communication

Objectives c, d, and e above.

- Advanced scholarship through research or creative activity

Objectives f and g above.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- a. A research-based teaching demonstration performed for the class.
- b. Written responses to readings and to other students' teaching demonstrations.
- c. A group collaborative writing project: A proposal for a possible in-service program.
- d. A portfolio of student writing that will include all work toward revising four essays (notes, drafts, peer reviews, revisions) for at least three different audiences (personal, pedagogical, and professional) and reflections on writing choices and revisions.
- e. Participation in all activities in discussions and peer review writing workshops including an entry in the class creative writing anthology.
- f. A written "writing to learn" lesson and rationale for a class anthology.

3. Explain how the instructor will determine students' grades for the course:

- | | |
|---|-----|
| a. A research-driven teaching demonstration performed for the class | 20% |
| b. Written responses to readings and to other students' teaching demonstrations | 10% |
| c. A group collaborative writing project: A proposal for a possible in-service program | 10% |
| d. A portfolio of student writing that will include all work toward revising four essays (notes, drafts, peer reviews, revisions) for at least three different audiences (personal, pedagogical, and professional) and reflections on writing choices and revisions | |
| e. Participation in all activities in discussions and peer review writing workshops including an entry in the class creative writing anthology | 10% |
| f. A written "writing to learn" lesson and rationale for a class anthology | 20% |

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100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives
- b. Describe how the integrity of student work will be assured
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.)

NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;

- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

NA

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample: 30-0-6: Sixteen 450-minute class periods over four weeks

Note: This course reflects the longstanding principles and practices of the National Writing Project:

1. Teachers at every level—from kindergarten through college—are the agents of reform; universities and schools are ideal partners for investing in that reform through professional development.
2. Writing can and should be taught, not just assigned, at every grade level. Professional development programs should provide opportunities for teachers to work together to understand the full spectrum of writing development across grades and across subject areas.
3. Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and the experience of writing. Effective professional development programs provide frequent and ongoing opportunities for teachers to write and to examine theory, research, and practice together systematically.
4. There is no single right approach to teaching writing; however, some practices prove to be more effective than others. A reflective and informed community of practice is in the best position to design and develop comprehensive writing programs.
5. Teachers who are well informed and effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation. Collectively, teacher-leaders are our greatest resource for educational reform.

Week I

Reading: Because Writing Matters: Improving Student Writing in Our Schools

Topics: Writing as a complex activity; current trends, best practices, research, and issues in the teaching of writing, such as its role in early literacy, how the process of the writer in the real world can be developed in the classroom, how writing can be fairly and authentically assessed, and how writing can be taught across the curriculum; and practical solutions and models for school administrators and policymakers involved in planning, implementing, and assessing a writing program as well as those seeking effective staff development for teaching writing. Transformational grammar will also be addressed.

Assignments: First revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day.

Week II

Reading: Ann Lamott's Bird By Bird and individual research for teaching demonstrations. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Writing and writing groups, grant writing, publication.

Assignments: Second revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day, individual teaching demonstrations and peer responses.

Week III

Reading: Rural Voices: Conscious Education and the Teaching of Writing, Writing Across the Curriculum in Middle and High Schools, individual research for teaching demonstrations. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Teaching of writing in rural schools, writing across the curriculum in middle and high schools, using primary sources from the Library of Congress.

Assignments: Third revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day, individual teaching demonstrations and peer responses.

Week IV

Reading: Teacher Research for Better Schools, The Fledgling Years, Writings from the Teacher Research Collaborative, Individual research for teaching demonstrations and collaborative proposals. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Teacher Research, in-service programs, creative writing.

Assignments: Portfolio of writing, collaborative proposal, response journals, writing journals, individual presentations of log notes for each day, individual teaching demonstrations and peer responses, submissions for demonstration anthology, submissions for writing anthology.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course was developed to fulfill a requirement of our newly funded National Writing Project Site here at Eastern, the Eastern Illinois Writing Project (EIWP). EIWP will provide K-12 teachers across the curriculum with a summer institute each year, continuing programs, and inservices to improve writing and teaching of writing across the curriculum. Based on National Writing Project principles that assert that the best teachers of teachers are other teachers, and the best teachers of writing are writers themselves, this course will serve as the Summer Institute for the Eastern Illinois Writing Project. The course will provide K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms. The course will also train participants to serve as teacher-leaders, willing and able to share what they have learned with other teachers in their schools and districts. The course will provide these teachers with opportunities to experience and research practices that improve student writing and learning; extend their ability to use writing productively in all disciplines; and identify, celebrate, and enhance their professional roles through a teacher-centered model.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
- b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a graduate-level course because it serves teachers who have completed at least an undergraduate degree with teacher certification. The course is designed to build on their classroom experiences, offering a rigorous program of critical thinking, reading, and writing aimed at enhancing their ability to function as professional educators. The course highlights the mission of the Graduate School: "advancing the professional and personal lives of our students by providing graduate degree programs and graduate courses to support rigorous study and professional development."

3. If the course is similar to an existing course or courses, justify its development and offering.

Unlike English 5007, Composition Theory and Pedagogy, a course addressing the theory and practice of teaching college writing, English 5585 addresses K-12 teachers and employs a different theoretical base (writing across the curriculum theory). This course addresses research and practice in the teaching of writing across the curriculum in the K-12 schools and draws on writing across the curriculum theory and teacher-driven research in K-12 classrooms.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course will be an approved elective in the English graduate program for those students meeting all prerequisites. This course is dependent on external funding.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Robin L. Murray, Donna Binns, Melissa Ames

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

There are no additional costs.

3. Text and supplementary materials to be used (Include publication dates):

Please Note: Texts will be funded primarily by the National Writing Project, either as free materials or as part of the Eastern Illinois Writing Project grant.

Bauman, Amy and Peterson, Art. Breakthroughs: Classroom Discoveries About Teaching Writing. San Francisco: Jossey-Bass, 2002

Brooke, Robert E. Rural Voices: Conscious Education and the Teaching of Writing. Teachers College Press, 2003.

Friedrich, Linda, et al, Editors. Writings from the Teacher Research Collaborative. San Francisco: Jossey-Bass, 2006.

Lain, Sheryl. A Poem for Every Student: Creating Community in a Public School Classroom. San Francisco: Jossey-Bass, 1988.

Lamott, Ann. Bird By Bird: Instructions on Writing and Life. New York: Anchor, 1995.

McGonegal, Patricia and Watson, Anne. The Fledgling Years: Lessons from the First Four Years of the NWP in Vermont. San Francisco: Jossey-Bass, 2002.

Mohr, Marian M., et al. Teacher Research for Better Schools. Teachers College Press, 2003.

Maclean, Marion and Mohr, Marian M. Teacher Researchers at Work. San Francisco: Jossey-Bass, 1999.

Maxwell, Rhonda J. Writing Across the Curriculum in Middle and High Schools. New York: Allyn and Bacon, 1995.

Nagin, Carl. Because Writing Matters. San Francisco: Jossey-Bass, 2003.

Peterson, Art. The Writer's Workout Book. San Francisco: Jossey-Bass, 1996.

Smith, Mary Ann and Juska, Jane. The Whole Story: Teachers Talk About Portfolios. San Francisco: Jossey-Bass, 2001.

Robbins, Sarah and Dyer, Mimi, Editors. Writing America: Classroom Literacy and Public Engagement. San Francisco: Jossey-Bass, 2004.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school November 20, 2008

Date approved by the college curriculum committee February 4, 2009

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ CGS _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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