

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-32
Effective Summer 2016

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: ENG 5585
3. Short title: Writing Project for Teachers
4. Long title: Writing Project for K-12 Teachers
5. Hours per week: 6 Class ☐ Lab 6 Credit
6. Terms: ☐ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2016
8. Catalog course description: 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 classroom and explore a variety of theories regarding writing to learn and writing and reading in the disciplines.
9. Course attributes:
General education component: N/A
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active
10. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☐ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction: Online: 33%, Face-to-Face: 67%
11. Course(s) to be deleted from the catalog once this course is approved. None
12. Equivalent course(s): N/A
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. Prerequisite(s): Graduate Standing; at least one year of K-12 teaching; application to the Eastern Illinois Writing Project (EIWP) and permission of the EIWP instructor.
 - a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
 - b. Minimum grade required for the prerequisite course(s)? Attaining Graduate Standing

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☒ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: All

b. Degrees, colleges, majors, levels, classes which may not take the course: N/A

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: N/A

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software N/A

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer: N/A

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☐ Course is required for the major(s) of _____
☐ Course is required for the minor(s) of _____
☒ Course is required for the certificate program(s) of Graduate Certificate in the Teaching of Writing
☒ Course is used as an elective for the graduate program in English and other programs
2. **Rationale for proposal :**

This course was developed to fulfill a requirement of our grant-funded National Writing Project Site here at Eastern, the Eastern Illinois Writing Project (EIWP).

A hybrid version of this course will open up these literacy-across-the curriculum opportunities to teachers around the region. Completing some course work on line will help busy teachers fulfill Graduate Certificate and program requirements while maintaining the necessary face-to-face interaction that facilitates effective teaching while building a community of teacher professionals. This hybrid course will be especially useful for teachers outside Coles County who are seeking graduate credit, certificates, or degrees.

Developed to fulfill a requirement of our grant funded National Writing Project Site here at Eastern, the EIWP provides K-12 teachers across the curriculum with a summer institute each year, continuing programs, and in-services 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 serves as the Invitational Summer Institute for the EIWP. The course provides K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms. The course also trains 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 provides 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.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses:

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.

Prerequisites: 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.”

Co-requisites: N/A

Enrollment restrictions: Graduate Standing as noted above

Writing active, intensive, centered: N/A

4. General education assurances (answer N/A if not applicable)

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification:

Providing a hybrid option for ENG 5585 will help students fulfill major and Graduate Certificate requirements during the summer months, when they are away from campus. This course will be especially useful for teachers seeking graduate credit, certificates, or degrees. The Course Management System (CMS), along with email and other communication formats will be used to establish relationships and community among class participants and instructor. The CMS provides a platform for sharing lectures and acts as a space to submit assignments and provides forums for instructor and student-led discussion.

Instruction:

The hybrid version of ENG 5585 will utilize EIU’s CMS. During the first two weeks of class, at a specified time, the instructor will post any necessary lecture notes and detailed instructions for class activities and assignments related to assigned readings or the writing process. Homework assignments will consist of reading responses or pieces of writing that contribute to teaching demonstrations and larger writing projects-in-progress; students will submit these documents or responses to the CMS discussion as directed. Periodically, the class will have synchronous group discussions online during which students will discuss their responses to readings, collaborate on exercises, or provide feedback on strategies and plans for major writing assignments. Discussion prompts and heuristics will encourage students to read carefully and respond thoughtfully. Collective responses and faculty-group exchange will help students comprehend material and contribute to the creation of a learning community. Students will also evaluate and provide feedback on one another’s teaching and writing as part of peer response groups. Students in these groups will exchange written feedback focused on specific elements or aspects of a draft, then engage in synchronous discussion of that feedback and possible strategies for revision of their drafts.

These synchronous or live sessions—when students break into groups to discuss readings with instructor input or engage in interactive discussions of the challenges associated with a particular writing project—will allow students to complete the writing assignments that will make up the bulk of their class grade in a learning context that mimics the one created in on-campus in-class sessions. These sessions will also provide a space in which students can demonstrate their own teaching strategies and respond to those of their peers.

Students' responses to writing prompts and their contributions to group discussions will be evaluated by criteria that emphasize attention to textual detail; appropriate use of paraphrase, summary and quotation; analysis and development of ideas; clarity of presentation; and application of concepts and information conveyed by the instructor and/or class readings. Student responses should not just indicate agreement or disagreement with the content of readings or comments made by classmates or the instructor. Instead, student responses should develop opinions and claims supported by compelling, clearly presented, and correctly documented evidence.

Integrity:

Ensuring the integrity of student work is made easier by the fact that this course approaches writing as a process, and asks students to present and discuss work done at various stages of that process. Because varied examples of student work at various stages multiply opportunities for learning, the course is structured around the production of writing that contributes to the composition and revision of papers on individualized topics in specific formats or modes. Faculty members can avail themselves of online plagiarism software technology. But the attention given to process-related writing in the grading system would make it impossible for a student to achieve a passing grade by popping a purchased essay into the course CMS from time to time. The writing process activities during the face-to-face segment of the course will also ensure integrity of student work.

Interaction:

The hybrid version of ENG 5585 is designed to utilize multiple features of EIU's CMS, some of which (synchronous and asynchronous discussions, group work, peer response, teaching demonstrations) provide a structure for productive interactions, and others (e-mail, stable links to documents and resources) provide instructors and students with the flexible time-management options expected of courses in this format. Student-teacher conferences via Skype are a complementary pedagogical tool and will, like other interactive components of the course (e.g. peer response groups), enhance community building, and will also provide a means of communication in which body language and tone of voice help teachers and students understand one another. Announcement of an email policy in the syllabus (e.g. that instructors will respond within 24 hours of receipt of student email inquiries received Sunday through Thursday) will set clear, workable expectations and boundaries.

Model Syllabus (Part II)

Please include the following information:

1. **Course number and title:** ENG 5585: Writing Project for K-12 Teachers

- 2. Catalog description:** 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 classroom and explore a variety of theories regarding writing to learn and writing and reading in the disciplines.

3. Learning objectives.

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

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: 1, 2, 3, 4
- Effective critical thinking and problem solving: 1, 2, 3, 4, 5
- Effective oral and written communication: 3, 4, 5, 6, 7
- Advanced scholarship through research or creative activity: 5, 6, 7

4. Course materials.

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. Print

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

Daniels, Harvey, et al. *Content-Area Writing: Every Teacher's Guide*. New York: Heinemann, 2007. Print.

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

Hicks, Troy. *Crafting Digital Writing: Composing Texts Across Media and Genres*. New York: Heinemann, 2013. Print.

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

Nagin, Carl. *Because Writing Matters*. 2nd Edition. San Francisco: Jossey-Bass, 2006. Print.

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

5. Weekly outline of content.

Week I: Face-to-Face and Online

Reading: *Because Writing Matters: Improving Student Writing in Our Schools* and *Content-Area Writing: Every Teacher's Guide*

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 draft and revised piece of writing due for portfolio, online response journals, creative writing journals.

Week II: Online and Face-to-Face

Reading: *Crafting Digital Writing* and individual research for teaching demonstrations. Research reading may include *Breakthroughs*, *Writings from the Teacher Research Collaborative*, *Teacher Research for Better Schools*, *Teacher Researchers at Work*, and/or *Writing America*. A Heinemann and EIWP library will also be available.

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: Face-to-Face

Reading: *Rural Voices: Conscious Education and the Teaching of Writing*, individual research for teaching demonstrations. Research reading may include *Breakthroughs*, *Writings from the Teacher Research Collaborative*, *Teacher Research for Better Schools*, *Teacher Researchers at Work*, and/or *Writing America*. A Heinemann and EIWP library will also be available.

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 response.

Week IV: Face-to-Face

Reading: *Teacher Research for Better Schools*, *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*, *Teacher Research for Better Schools*, *Teacher Researchers at Work*, and/or *Writing America*. A Heinemann and EIWP library will also be available.

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.

6. Assignments and evaluation, including weights for final course grade.

A research-driven teaching demonstration performed for the class	20%
Written responses to readings and to other students' teaching demonstrations	10%
A group collaborative writing project: A proposal for a possible in-service program	10%
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	30%
Participation in all activities in discussions and peer-review writing, workshops, including an entry in the class creative writing anthology	10%
A written "writing to learn" lesson and rationale for a class anthology	20%

7. Grading scale. Standard Letter

90-100% = A
 80-89.99% = B
 70-79.99% = C
 60-69.99% = D
 Below 60% = F

8. Correlation of learning objectives to assignments and evaluation.

1. Gain a breadth and depth of knowledge about research underlying writing across the curriculum in the K-12 schools.
2. Understand research underlying writing pedagogy in different disciplines.
3. Apply writing across the curriculum theory in individual and group teaching demonstrations.
4. Apply theory in their own writing based on the principle that the best teachers of writing are writers themselves.
5. Contribute to a seminar environment through effective oral and written communication.
6. Articulate their own researched rationale for teaching writing in their discipline and

at their grade level.

7. Apply writing across the curriculum theory in a proposal for a possible writing to learn in- service program.

Learning Objective	A research-driven teaching demonstration performed for the class (20%)	Written responses to readings and to other students' demonstrations (10%)	A group collaborative writing project (10%)	A portfolio of student writing that will include all work toward revising four essays (30%)	Participation in all activities (10%)	A written "writing to learn" lesson and rationale for a class anthology (20%)
1	X	X	X	X		X
2		X	X	X	X	
3	X	X	X	X		X
4	X	X	X	X		X
5		X			X	X
6	X			X		X
7		X	X	X		

Date approved by the department or school: 27 January 2016
Date approved by the college curriculum committee: 10 February 2016
Date approved by the Honors Council (if this is an honors course): NA
Date approved by CAA: NA **CGS:** 19 April 2016