

Eastern Illinois University
Revised Course Proposal
ENG 4906, Issues in Teaching of English

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: ENG 4906
3. Short title: Issues in Teaching English
4. Long title: Issues in the Teaching of English
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2017
8. **Catalog course description:** Advanced pedagogy course on various topics in the teaching of writing, literature and language. Topics such as critical pedagogy, teaching creative writing, teaching professional writing, social justice issues in the classroom, and other topics to be announced. WI

9. Course attributes:

General education component: _____

☐ 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 _____

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): N/A (already offered face-to face) _____

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No N/A

13. Prerequisite(s): ENG 1002G or equivalent.

a. Can prerequisite be taken concurrently? ☐ Yes ☒ No

b. Minimum grade required for the prerequisite course(s)? "C" or better

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): None

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: None

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

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 (None)

☐ 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: N/A (None)

Supplemental Materials or Software _____

Course Fee ☐ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ 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 ____
__X__ Course is used as an elective in the English Department and in the Graduate Certificate in the Teaching of Writing.

2. Rationale for proposal:

This is a revision of an existing course, English 4906. This revision will provide opportunities for online versions of this course. Providing an online option for ENG 4906 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.

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

Similarity to other courses: N/A

Prerequisites: The ENG 1002G prerequisite is appropriate because of the amount of work expected *and* because of the level of sophistication expected in writing and discussions.

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered:

This course is writing-intensive. Writing assignments constitute more than 35% of the final course grade and students will be required to revise some of their work after instructor feedback has been given.

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 an online option for ENG 4906 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.

Instruction:

Faculty who deliver the online version of this course are/will be OCDI trained (or have attained an appropriate equivalent). The electronic version of English 4906 is designed to utilize EIU's Online Course Learning Management System (LMS). The Course Management System along with email, telephone communication, and/or other online communication forums will be used to establish relationships and community among class participants and instructor. The Course Management System provides a platform for sharing lectures, forums for instructor and student-led discussion, and acts as a space to submit assignments. Students may access lecture notes, detailed instructions for class activities and assignments related to assigned readings or the writing process, assigned readings, links to multimedia, graded weekly discussion threads, and other materials using the available LMS. Periodically, the class

may 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 may encourage students to read carefully and respond thoughtfully. Collective responses and faculty-group exchange may help students comprehend material and contribute to the creation of a learning community. As a part of this online learning environment, students may also evaluate and provide feedback on one another's teaching and writing as part of peer response groups. Students in these groups would 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.

Integrity:

Ensuring the integrity of student work is made easier by the fact that this writing-intensive 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 may also 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 LMS from time to time.

Interaction:

The online version of English 4906 is designed to utilize multiple features of EIU's Learning Management System (LMS), some of which (synchronous and asynchronous discussions, group work, peer response, teaching demonstrations) provide a structure for productive interactions, and others (email, 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 available technologies 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 Note: This is a sample syllabus. Topics will vary.

Please include the following information:

1. Course number and title: ENG 4906, Issues in the Teaching of English
2. Catalog description: Advanced pedagogy course on various topics in the teaching of writing, literature and language. Topics such as critical pedagogy, teaching creative writing, teaching professional writing, social justice issues in the classroom, and other topics to be announced. WI
3. Learning objectives.
 - 1.) Identify and apply essential vocabulary and techniques for teaching English (CT 1-3, WCR 4-5)
 - 2.) Critique and apply the theoretical, practical, cultural, and political issues surrounding the teaching of English (CT 3-6, WR 1-7, RC 2-4)
 - 3.) Effectively design English studies lesson plans, writing exercises and assignments (CT 3-6, WCR1-7, RC 4)
 - 4.) Evaluate writing and English studies teaching demonstrations (CT 3-6, WCR 1-7, SL 7 RC 1-4)
 - 5.) Demonstrate English studies teaching strategies (CT 3-6, WCR 1-7, SL 1-6, RC 2-4)

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, 5
- Effective critical thinking and problem solving: 2, 3, 4

- Effective oral and written communication: 3, 4, 5
- Advanced scholarship through research or creative activity: 2, 3, 5

4. Course materials.

Myers, David Gershom. *The Elephants Teach: Creative Writing Since 1880*. Chicago: University of Chicago Press, 2006. Print.

(Re)Writing Craft: *Composition, Creative Writing, and the Future of English Studies*. Pittsburgh: University of Pittsburgh Press, 2011. Print.

5. Weekly outline of content.

Week 1: Topic: Teaching Poetry

Assignments: Introductions, Syllabus scavenger hunt, reading assignment 1—*The Elephants Teach: Creative Writing Since 1880* chapter 1, discussion 1, writing assignment 1 peer review and revision

Week 2: Discussion 2, writing assignment 2, reading assignment 2—(Re)Writing Craft chapter 1, writing assignment 2 peer review and revision

Week 3: Reading assignment 3—*The Elephants Teach* chapter 2, discussion 3, prepare for student teaching

Week 4: Reading assignment 4—(Re)Writing Craft chapter 2, discussion 4, prepare for student teaching

Week 5: Student teaching and peer critique: writing exercise. Reading assignment 5—*The Elephants Teach*, chapter 3. Response

Week 6: Student teaching and peer critique: writing exercise. Reading assignment 6—(Re)Writing Craft chapter 3. Response

Week 7: Student teaching and peer critique: writing exercise. Reading assignment 7—*The Elephants Teach*, chapter 4. Response

Week 8: Discussion 5 in response to teaching and reading

Week 9: Discussion 6 in response to teaching and reading. Rubric and comments discussion

Week 10: Student teaching and peer critique: workshop. Reading assignment 8—(Re)Writing Craft chapter 4. Discussion 7 in response to teaching and reading

Week 11: Student teaching and peer critique: workshop. Reading assignment 9—*The Elephants Teach*, chapter 5. Discussion 8 in response to teaching and reading

Week 12: Student teaching and peer critique: workshop. Reading assignment 10—(Re)Writing Craft chapter 5. Response

Week 13: Formal writing assignment 4 peer review and revision. Discussion 9: preparing for mini-research project

Week 14: Mini-Research Project due for peer review and instructor responses.

Week 15: Mini-Research Project due. Discussion 10: Portfolio preparation with instructor and peer comments

Week 16: Portfolio Due including all drafts and revisions of formal assignments and a reflective essay

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

Discussions #1-10:	20%
Writing Assignments #1-4:	20%
Mini-Research Project:	10%
Reading Responses and Peer Reviews:	10%
Final Portfolio with Reflection:	10%
Teaching Session #1: Writing Exercises:	15%
Teaching Session #2: Workshop:	15%

7. Grading scale.

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.

	Discussions #1-10 (20%)	Writing Assignments #1-4 (20%)	Mini- Research Project (10%)	Reading Responses and Peer Reviews (10%)	Final Portfolio with Reflection (10%)	Teaching Session #1: Writing Exercises (15%)	Teaching Session #2: Workshop (15%)
Identify and apply essential vocabulary and techniques for teaching English	X		X	X			
Critique and apply the theoretical, practical, cultural, and political issues surrounding the teaching of English	X	X		X	X		
Effectively design English studies lesson plans, writing exercises and assignments		X	X	X	X		

Evaluate writing and English studies teaching demonstrations	X			X	X		
Demonstrate English studies teaching strategies						X	X

Date approved by the department or school: 13 April 2016
Date approved by the college curriculum committee: 28 September 2016
Date approved by the Honors Council (*if this is an honors course*):
Date approved by CAA: 13 October 2016 **CGS:**