Course Proposal: Writing Intensive Course
EDF 2985: Adults in Transition

1. **Catalog description:**
   a. EDF 2985 (Sophomore)
   b. Adults in Transition
   c. 2-0-2
   d. (F, S, SU)
   e. Adults in Trans
   f. Designed to assist returning adult students with the transition into academia with an emphasis on writing/communication skills, learning styles, successful learning techniques/practices, program policies/procedures and developing an academic plan of study. This is a writing intensive course.
   g. Open only to students admitted to the Board of Trustees BA Degree Program
   h. Writing intensive

2. **Student learning objectives**
   As a result of this course students will be expected to:
   a. Identify appropriate sources for information about EIU rules, policies and procedures and sources for student information and support;
   b. Understand the educational philosophy supporting the development of non-traditional degree programs;
   c. Understand the philosophy and policies of the Board of Trustees BA Degree Program;
   d. Practice and improve their abilities to communicate effectively, both formally and informally, in a written format;
   e. Apply critical thinking skills in the evaluation and analysis of issues affecting the return of mature adults to higher education;
   f. Identify learning/study strategies, styles and techniques designed to enhance student confidence and success;
   g. Develop skill in using evolving technology to research topics; and
   h. To develop a skill set in accessing student information available through the EIU PAWS system.

3. **Course Outline:** The course is designed to be delivered in two formats: in a traditional classroom format with some web-assist and in a complete WebCT format. The traditional delivery method will be over two weekends with a total of 15 contact hours per week. Students will be required to use the web
for the completion of some assignments. The web-delivered course will be divided into 6 units and delivered over a 6-week period of time. Both courses will have the same assignments and the same learning objectives.

Weekend One (Traditional)
1. Introductions (60 minutes)
   a. Who are we?
   b. What do we have in common?
   c. Video: Consider the Possibilities

2. Adult Students (90 minutes)
   a. Profiles of adult students returning to Higher Education
   b. Motivation for returning to college
   c. Barriers
   d. Issues/concerns/challenges of returning students

3. Strategies for successful learning: Writing (180 minutes)
   a. Free writing, journaling, mind-mapping
   b. Review of rules of grammar and punctuation
   c. Practice activities
   d. Developing written documents
   e. Outlines
   f. Draft copies
   g. Developing paragraphs
   h. Introductions and summaries
   i. Documenting sources

4. Assessment of student progress: writing skills (60 minutes)

5. Learning Styles (120 minutes)
   a. Gregoric and Butler Learning Styles Theory
   b. Learning Styles Inventory
   c. Concrete Random
   d. Concrete Sequential
   e. Abstract Random
   f. Abstract Sequential
   g. Techniques for enhancing various learning styles

6. Successful Study Skill Techniques (90 minutes)
   a. Reading techniques
   b. Note taking techniques
   c. Listening skills
   d. Questioning skills
e. Critical Thinking Techniques

7. Practice and assessment of study skill techniques  (60 minutes)

Weekend Two:
8. Introduction to Higher Education and  (90 minutes)
   Eastern Illinois University
   a. History of the founding of EIU
   b. Traditions
   c. Goals for Higher Education in Illinois
      i. Citizens Agenda
      ii. Workforce Development
   d. Defining the meaning of “being an educated person”

9. Board of Trustees Degree Program  (150 minutes)
   a. Advisement process
   b. Planning for the future
   a. Program policies/rules
   b. Transfer of courses

10. Rules and Policies of EIU (60 minutes)
    a. Course loads
    b. Textbook rental
    c. Exams and grading policies
    d. Academic Integrity Policy
    e. Grade appeal process
    f. Proficiency Exam Policy
    g. Academic Honors (Degrees with Distinction)

11. University Assessment Plan  (60 minutes)
    a. Writing
    b. Speaking
    c. Critical thinking
    d. Citizenship

12. Policies of the School of Continuing Education (60 minutes)
    a. Registration
    b. Regular Credit Courses and Sponsored Credit Classes
    c. Add/Drop and Withdrawl
    e. Academic calendar for Off-campus programs
    f. School assessment plan/procedures

13. Strategies for Success  (180 minutes)
a. Choosing classes
   i. Defining types of courses (seminar, workshop, survey, etc.)
   ii. Course Descriptions
   iii. Syllabus
   iv. College resources
b. Time management and organization skills
c. Examining psychological factors of stress
d. Common rules of class procedures/processes
e. Working with professors
f. Degree audit process

14. Assessment of prior learning  (90 minutes)
a. Conceptual knowledge vs. experiential knowledge
b. Identifying student learning goals and learning outcomes

15. Develop an Academic Learning Plan  (90 minutes)
a. Establish individual learning goals
b. A degree vs. an education
  c. Developing a tentative plan of studies

16. Conclusions/Final Assessment  (60 minutes)

4. Evaluation of student learning:
   Writing skills will be assessed in a variety of ways throughout the class. Students
   will be required to do free-writing activities (Writing Assignments 1, 2 and 3) at
   various points during the course, which will be submitted, reviewed and returned.
   The student will select one of the free-writing assignments for further development for the final written assignment for the class, which must be at least
   3 pages in length, typed and double spaced. This essay will be developed in collaboration with the instructor and evaluated using the rubric developed for evaluating submissions for the Electronic Writing Portfolio.
   
The course grade will be based on the following percentages:
   a. Free-writing assignments x 3 @ 50 pts each (150 pts)  22%*
   b. Web activity x 2 @ 50 pts each (100 pts.)  14%
   c. Learning Styles Assessment (50 pts.)  7%
   d. Academic Plan of Study (50 pts)  7%
   e. Writing Skill Assessment (75 pts)  11%
   f. Study Skills Assessment (25 pts)  4%*
   g. Participation in discussion (50 pts)  7%
   h. Final Essay (100 pts)  14%
   i. Final Evaluation (100 pts)  14%

   Total  700 pts  100%

*Amount rounded up

5. Rationale:
a. Junior level
b. Prerequisite: Must be admitted to the Board of Trustees Degree Program
c. This course does not duplicate any current offerings.
d. Course is required only for students admitted to the Board of Trustees BA Degree Program.

6. Implementation:
   a. Initial instructor: L. Kaye Woodward
   b. Primary resources/text:
      Hardin, Carlette Jackson, *100 Things Every Adult College Student Ought To Know* (Williamsville: Cambridge Stratford Study Skills Institute, 2000).
      Eastern Illinois University web pages
   c. Additional costs: Text is a paperback/workbook and will not be supplied by Textbook Rental Service. Cost varies from $18.89 for a used edition to approximately $35.00 for a new edition.
   d. Term first offered: Fall 2002

7. Community College Transfer:
   Not applicable

8. Date Approved by Department Curriculum Committee: 10/25/01

9. Date Approved by College Curriculum Committee: 11/12/01

10. Date Approved by CAA:

Contact person: Dr. Kaye Woodward
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