

# ENGL 730/830 Research and Practice in the Teaching of College Composition-CrsRvs-2017-12-05

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Course Level*</b>	graduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:  catalog_desc_change course_title_change	Category B:  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>	We are updating the title and course description to better reflect the content of the course. This revision focuses the course more directly on developing teacher/scholars in composition and on preparing individuals to teach composition.
<b>(B) University Senate Summary of Rationale*</b>	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i>  We are updating the course to better reflect the current course content. This change better acknowledges the research aspects of the course related to developing composition teacher/scholars which is the overall goal of the program curriculum.

<b>(C) Implications of the change on the program, other programs and the Students:*</b>	none
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**Current Course Information\***

**Category A**

<b>(D) Current Prefix*</b>	ENGL
<b>Proposed Prefix</b>	ENGL
<b>(E) Current Number*</b>	730/830
<b>Proposed Number</b>	730/830
<b>(F) Current Course Title*</b>	Teaching Writing
<b>Proposed Course Title</b>	Research and Practice in the Teaching of College Composition
<b>(G) Prerequisite(s)</b>	none
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	Studies characteristics of the writing process and of the basic writer, methods for the evaluation of writing, and approaches to the teaching of writing.
<b>Proposed Catalog Description</b>	Applies research in composition, rhetoric, and writing studies to the teaching of college composition in diverse contexts and with diverse student populations, including multilingual writers. Links research based-practices to curriculum design. The course covers best teaching practices such as responding to writing, performing assessment, and interacting with students in the college composition classroom.

*If changing Category A, no further action required.*

**Category B (if no change, leave blank)**

<b>(I) Repeatable Course</b>	NO
This is for a course that can be repeated	If YES, please complete the following: Number of Credits that May be Repeated:
Multiple times e.g. Internship	Maximum Number of Credits Allowed to be Repeated:
<b>Proposed Repeatable Course</b>	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:

<b>(J) Number of Credits</b>	Class Hours per week:3 Lab Hours: Credits:																																
<b>Proposed Number of Credits</b>	Class Hours:Lab Hours:Credits:																																
<b>(K) Current Course Student Learning Outcomes (SLOs)</b>																																	
<b>(L) Proposed Course Student Learning Outcomes (SLOs)</b>  For each outcome, describe how the outcome will be achieved	Note that the text box in the table expands <table border="1" data-bbox="269 642 1482 1444"> <thead> <tr> <th data-bbox="269 642 358 716">SLO #</th> <th data-bbox="358 642 1011 716">Outcome</th> <th data-bbox="1011 642 1482 716">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="269 716 358 810">1</td> <td data-bbox="358 716 1011 810">identify, understand, and apply theories, current research, and best practices of writing instruction to a variety of composition courses</td> <td data-bbox="1011 716 1482 810">Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project</td> </tr> <tr> <td data-bbox="269 810 358 873">2</td> <td data-bbox="358 810 1011 873">develop comfort and experience in lesson planning, course design, providing feedback, and grading</td> <td data-bbox="1011 810 1482 873">Course design project, Homework Assignments</td> </tr> <tr> <td data-bbox="269 873 358 947">3</td> <td data-bbox="358 873 1011 947">facilitate transfer of learning, metacognition, and reflection in the writing classroom</td> <td data-bbox="1011 873 1482 947">Course design project, teaching unit project</td> </tr> <tr> <td data-bbox="269 947 358 1041">4</td> <td data-bbox="358 947 1011 1041">explore how students learn to write and develop as writers over time</td> <td data-bbox="1011 947 1482 1041">Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project</td> </tr> <tr> <td data-bbox="269 1041 358 1125">5</td> <td data-bbox="358 1041 1011 1125">develop strategies for supporting and enhancing students' writing processes</td> <td data-bbox="1011 1041 1482 1125">Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project</td> </tr> <tr> <td data-bbox="269 1125 358 1220">6</td> <td data-bbox="358 1125 1011 1220">develop a toolkit of teaching approaches students with different needs including multilingual writers</td> <td data-bbox="1011 1125 1482 1220">Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project</td> </tr> <tr> <td data-bbox="269 1220 358 1293">7</td> <td data-bbox="358 1220 1011 1293">improve the ability to support students' revision processes through commenting, conversation, and facilitating peer review</td> <td data-bbox="1011 1220 1482 1293">In-class activity, homework projects, teaching unit project</td> </tr> <tr> <td data-bbox="269 1293 358 1356">8</td> <td data-bbox="358 1293 1011 1356">recognize, reflect on, and develop your identity as a teacher and articulate your teaching philosophy</td> <td data-bbox="1011 1293 1482 1356">Teaching philosophy, Teaching fair project</td> </tr> <tr> <td data-bbox="269 1356 358 1444">9</td> <td data-bbox="358 1356 1011 1444">explore and evaluate key areas central in the teaching of writing including genre knowledge, rhetorical situation, digital writing processes</td> <td data-bbox="1011 1356 1482 1444">Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project</td> </tr> </tbody> </table>			SLO #	Outcome	How outcome is assessed	1	identify, understand, and apply theories, current research, and best practices of writing instruction to a variety of composition courses	Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project	2	develop comfort and experience in lesson planning, course design, providing feedback, and grading	Course design project, Homework Assignments	3	facilitate transfer of learning, metacognition, and reflection in the writing classroom	Course design project, teaching unit project	4	explore how students learn to write and develop as writers over time	Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project	5	develop strategies for supporting and enhancing students' writing processes	Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project	6	develop a toolkit of teaching approaches students with different needs including multilingual writers	Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project	7	improve the ability to support students' revision processes through commenting, conversation, and facilitating peer review	In-class activity, homework projects, teaching unit project	8	recognize, reflect on, and develop your identity as a teacher and articulate your teaching philosophy	Teaching philosophy, Teaching fair project	9	explore and evaluate key areas central in the teaching of writing including genre knowledge, rhetorical situation, digital writing processes	Teaching philosophy project, Course design project, Teaching Unit Project, Teaching Fair Project
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<b>(M) Previous Brief Course Outline</b>  <i>(It is acceptable to copy from old syllabus)</i>	<i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>																																

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>	
	<b>Topics</b>	
	Course Introduction; Teaching Philosophies, Building Classroom Community; Teaching-Related Genres (Class Plans, Handouts, Materials)	
	Threshold Concepts; Professional Outcomes for Composition; The Content of Composition	
	Teaching for Transfer and Writing about Writing; Teaching as Design: Course Sequencing and Syllabus Creation	
	Rhetorical Genre Studies and Teaching Rhetorically; Teaching as Design, Part II	
	From Design to Course Details; Formal and Informal Writing Assignment Design and Assignment Sheets; Scaffolding Learning	
	Rubrics and Grading; Informal Writing Activities;	
	Course Policies and Student Behavior Issues; Peer review and course design workshop	
	<b>Expert Teacher Panel</b>	
	Teaching the Writing Process; Teaching Metacognition; Expert Writing Processes	
	Teaching the Research Process, Information Literacy, and Ethical Source Use	
	Everyday Lesson Planning and Time Management; Teaching with Technology; Digital Composing	
	Feedback and Response; Supporting Revision, Teaching Peer Review; Conferencing	
	Mindsets and dispositions; Learning Styles; Peer Review of Teaching Unit	
Multilingual Students and Teachers in the FYW Classroom; Grammar		
<b>Final Poster Session</b>		

## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>

### Rationale for Proposal (Required Questions from CBA)

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
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Liberal Studies Course Designations (Check all that apply)					
Learning Skills:					
Knowledge Area:					
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>				
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 70%;">Informed Learners demonstrate:</th> <th style="width: 30%;">Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>	
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<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>					
Map the Course Outcome to the ESULO's					

<ul style="list-style-type: none"> <li>• The aesthetic facets of human experience</li> </ul>	
<ul style="list-style-type: none"> <li>• the past and present from historical, philosophical and social perspectives</li> </ul>	
<ul style="list-style-type: none"> <li>• the human imagination, expression and traditions of many cultures</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>• the interrelationships within and across disciplines</li> </ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>• ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>• problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>• the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>• critical thinking skills including analysis, application and evaluation</li> </ul>	
<ul style="list-style-type: none"> <li>• reflective thinking and the ability to synthesize information and ideas</li> </ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>• intellectual honesty</li> </ul>	
<ul style="list-style-type: none"> <li>• concern for social justice</li> </ul>	
<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning</p> <p><b>Outcomes* (SLO) from the course proposal</b></p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	1	
	2	
	3	

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</b></p>	
<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	

**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>