

DOCUMENT P - OMNIBUS COURSE, CO-CURRICULAR LEARNING EXPERIENCE, AND PROGRAM DEVELOPMENT COVER SHEET

Instructions: See PRP 3230 Course and Program Development

DISCIPLINE PREFIX, COURSE NUMBER, COURSE TITLE: CLE 280: University Writing Center Practicum

SHORT TITLE OF PROPOSAL: 1 MyCore GEP for Goal 1, Communication, for CLE 280/Cross list with ENGLISH 297

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION		ADD(NEW) <input checked="" type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	N/A <input type="checkbox"/>	OTHER <input type="checkbox"/>
Box 2: LEVEL OF ACTION		Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	Other <input type="checkbox"/>	
Box 3: ITEM OF ACTION (check appropriate boxes)			APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)	
<input type="checkbox"/>	1	Experimental Course ¹	A B2 E	PQR	1. d	
<input type="checkbox"/>	2	Change in Master Course Syllabus:				
	<input type="checkbox"/>	2a Title and/or Description	<input type="checkbox"/>	2b Credits	A B1 B2 E	PQ
	<input type="checkbox"/>	2c Course Number	A B1 B2 E	PQ	2ab.	
	<input type="checkbox"/>	2d Pre & Co-Requisite	A B1 B2 E	PQ	2c.	
	<input type="checkbox"/>	2e Content Outline	A B1 B2 DE	PQR	2d. a, b	
	<input type="checkbox"/>	2f Methods	A B1 B2 E	PQR	2e. a, b	
	<input type="checkbox"/>	2g Departmental Recommended Class Size, if appropriate	A B1 B2 DE	PQR	2f. a, b	
	<input type="checkbox"/>	2h Student Learning Objectives	A B1 B2 DE	PQR	2g. a, b	
	<input type="checkbox"/>	2i Student Assessment and/or Evaluation	A B1 B2 E	PQR	2h. a, b	
	<input type="checkbox"/>	2j Course Assessment	A B1 B2 E	PQR	2i. a, b	
	<input type="checkbox"/>	2k Supporting Materials &/or Prototype Text	A	R	2j. a, b, e	
<input type="checkbox"/>	3	Deactivate a Course	A B1 B2 E	PQ	2k. a, b, f	
<input checked="" type="checkbox"/>	4	Pass/Fail Grading	A B1 B2 DE	PQR	3. a, b	
<input type="checkbox"/>	5	Major/Minor/Concentration Requirements/Electives	A B1 B2 DE	PQV	4. a, b	
<input checked="" type="checkbox"/>	6	New Course	A B1 B2 DE	PQR	5. a, b	
<input checked="" type="checkbox"/>	7	Dual Listing (select 7a or 7b)	A B1 B2 DE	PQR	6. a, b	
	<input type="checkbox"/>	7a Offered in two departments with same number	A B1 B2 DE	PQR	7. b	
	<input type="checkbox"/>	7b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE	PQR	7a. b	
<input checked="" type="checkbox"/>	8	General Education Change	A B1 B2 C3 DE	PQR	7b. b	
<input type="checkbox"/>	9	Minor (Major exists)	A B1 B2 DE	PQV	8. a, b	
<input type="checkbox"/>	10	Minor (No Major exists)	3A B1 B2 DEFGH	PQTUV	9. a, b	
<input type="checkbox"/>	11	Non-Degree Certificate Program	A B1 B2 DE FGH	PQTU	10. a, b, c	
<input type="checkbox"/>	12	Program Deletion	A B2 D-Information EFGH	PQTU	11. a, b	
<input type="checkbox"/>	13	Program Moratorium	A B2 D-Information EFH	PQ	12. a, b, c	
<input type="checkbox"/>	14	Certificate Program(Major or Minor Exists)	A B1 B2 DEFG	PQ	13. a, b, c	
<input type="checkbox"/>	15	Degree Designation	A B1 B2 DEFGH	PQTU	14. a, b, c	
<input type="checkbox"/>	16	Degree Program	3A B1 B2 DEFGH	PQTUVW	15. b, c	
<input type="checkbox"/>	17	Program Policy Change	A B1 B2 DE	PQ	16. b, c	
<input type="checkbox"/>	18	Concept Approval	A B1 B2 DE	PQ, Letter of Intent	17. a, b, c	
<input type="checkbox"/>	19	Distance Education	A B1 B2 DE	PQR	18. a, b, c	
<input type="checkbox"/>	20	Other	VARIES	VARIES	19. a, b, c	
					20. a, b, c	
					21. varies	

Box 4: DOCUMENTATION						
x	P.	This Cover Sheet	T.	Fiscal Impact	W.	Program Completion Plan
x	Q.	Summary (Reverse of P)	U.	Needs Analysis	X.	Concept Approval
x	R.	Syllabus	V.	Program Course Checklists ⁴		

- 1 Approval automatically lapses after two offerings unless permanently approved as a new course.
- 2 Codes: a) Director, Library Services b) College Deans c) Institutional Research d) BUCC
e) Office of Planning & Assessment f) Provost's Office
- 3 Concept approval required prior to detailed program development. Submit Letter of Intent.
- 4 Include existing and proposed checklists.

Box 5: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A Dept/Program:	Chair: <u>Beta Entzger</u>	<u>2-12-15</u>
B1 College Curriculum Committee	Chair: <u>D. S. P. O.</u>	<u>2-18-15</u>
B2 College Dean	Dean: <u>J. B. B.</u>	<u>2/24/15</u>
C1 Graduate Council	Chair: _____	_____
C2 Graduate Dean	Dean: _____	_____
C3 General Education Council	Chair: <u>Molly Manella</u>	<u>3/18/15</u>
D University Curriculum Committee (BUCC)	Chair: _____	_____
E University Provost & VPAA	Provost & VPAA _____	_____
F University President	President: _____	_____
G Council of Trustees	Chair: _____	_____
H PASSHE	_____	_____

DOCUMENT Q - SUMMARY PROPOSAL

College: Liberal Arts	Department: English		
Contact Person: Ted Roggenbuck	Phone: x4428	Effective Semester: Fall 2015	

Q-1: Briefly describe what is requested: Create and approve CLE 280: University Writing Center Practicum for 1 MyCore Communication GEP for introductory training experience and cross-list the CLE with ENGLISH 297		
	Goal 1: Communication	1 GEP
For new courses or changes in existing courses (needed by Registrar):		
New Title: CLE 280: University Writing Center Practicum	Course #: CLE 280	Credits: 0
Course Abbreviation: BUWC Practicum (Maximum of 20 letters including blank spaces)		
Old Title:	Course #:	Credits:

Q-2: Set forth the full rationale for what is proposed.
(Use space as needed.) Prior to their employment in the BU Writing Center (BUWC), prospective writing consultants are required to experience one semester of shadowing, reading, and weekly training meetings, all of which focus on supporting students in the process of writing. They also complete assignments and compile an ePortfolio of the work for the semester. Each week, students spend no less than 5 hours either writing, reading about some aspect of writing instruction, discussing writing, or observing writing sessions. In total students will spend least 70 hours for the semester in an experience related to MyCore Goal 1, justifying 1 GEP for a Co-curricular learning experience (CLE).
The current equivalent of the proposed CLE for BUWC training is ENGLISH 297, a 1-credit introductory training class required for all students the semester prior to their employment in the BUWC. The course was originally offered in Fall 2010, prior to the implementation of the MyCore general education program. For English majors, ENGLISH 297 has value as an elective that contributes to the major, especially for English/Secondary Education majors whose program of study is heavily prescribed. Unfortunately, under the current tuition structure, students already taking 18 credits sometimes choose to not work in the BUWC because they cannot afford to exceed 18 credits. Under the pilot per-credit tuition structure, all students would have to pay for their training, which would make working in the BUWC cost prohibitive, especially those from out of state. Offering a co-curricular learning experience (CLE) that contributes to MyCore will improve the BUWC's ability to attract prospective writing consultants from all four colleges, which will in turn improve the BUWC's ability to work effectively with writers from each college. ENGLISH 297 is still valuable to English majors as an elective within the major, so cross-listing the existing ENGLISH 297 as CLE 280 allows the training to contribute to other students' transcripts in ways currently not possible. Having their writing center experience and training indicated on their transcripts, often improves students' future employment and graduate school prospects.

Q-3 RESOURCES
<input checked="" type="checkbox"/> No additional resources required. Explain why.
<input type="checkbox"/> Use space as needed to indicate probable source of additional funds:
(Use space as needed.) CLE 280, cross-listed with the existing ENGLISH 297 course, would be offered and assessed by the BUWC Director as part of reassigned duties to administer the BUWC. The CLE creates no additional duties beyond reporting assessment data.

Q-4 Impact including Center for Academic Computing and Library resources (Complete a or b)

a) Impact was reviewed but none detected:

Beth Entinger
Department Chair Signature

2-12-15
Date

b) Impact was reviewed. All impacted units were contacted and understandings worked out. No unit objections to the proposal as currently submitted. Supporting documents are attached. The units contacted were:

Department Chair Signature Date

c) Impact was reviewed. All objections were worked out except those documented in attachments. Units contacted were:

Department Chair Signature Date

1. **Date Prepared:** September 2014
 3. **Department:** University Writing Center
 5. **Course Title:** CLE-Writing Consultant Practicum

2. **Prepared by:** Ted Roggenbuck & Timothy Oleksiak
 4. **Course Number:** CLE 280
 6. **Credit Hours:** 0

Goal 1: Communication	1 GEP
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7. **Prerequisites:** Permission of the BU Writing Center (BUWC) Director. For students who have been selected to become BUWC Writing Consultants only.

8. **Catalog Description:** Introduces students interested in working as Writing Consultants in the Bloomsburg University Writing Center (BUWC) to writing center theory and practice, writing in the disciplines, issues of language diversity, writing processes, conventions, and expectations. In addition to meeting one hour each week, prospective consultants will observe no fewer than 2.5 hours each week in the BUWC. Required for new Writing Consultants.

9. & 10. Content & Methods:

Essential topics are:

- BU Writing Center as work place.
- Writing processes.
- Architecture of tutoring session.
- Participating in writers' writing processes.
- Diversity of language practices.
- Disciplinary conventions.
- Role of technology in writing consultation.
- Problematic tutoring sessions.

Each week students will read and respond to writing center scholarship, meet for an hour to discuss reading material, and shadow BUWC sessions three hours. In total students will spend at least 70 hours for the semester in a co-curricular experience related to Goal 1. Students are preparing for employment and receive no financial compensation for this experience.

11. Student Learning Objectives:

Upon completion of this course students will be able to:	Gen Ed Goals w/ GEPs	Related (Modified) VALUE Rubric
1. Recognize and adapt to writers' needs during sessions	N/A	N/A
2. Connect writing center theory to writing sessions	Goal 1 - Communication	Integrative Learning Transfer (Modified)
3. Adapt strategies for writers at different levels and in different disciplines	Goal 1 - Communication	Written Communication Context and Purpose for Writing (Modified)
4. Describe current development as writers and consultants	Goal 1 - Communication	Integrative Learning Reflection and Self-Assessment (Modified)
5. Contribute to a productive, collaborative working environment	N/A	N/A

Central to learning to become an effective BUWC Writing Consultant is the study and application of writing center theory addressing the complexities of communicating in writing in multiple environments. In one afternoon, the same consultant might work with international student for whom English is a second language, a graduate student

from any BU graduate program, a student in a developmental writing class, and a student from any major. This CLE pairs the study of writing center theory with experience shadowing writing sessions in order to prepare prospective consultants to work effectively with writers in the process of communicating within multiple, varied contexts, justifying 1 GEP in Communication.

12. Student Assessment: All prospective consultants will compile an ePortfolio in which they include their responses to assigned reading, a Peer Observation Report of a session they lead, and a final reflection in which they provide evidence from their experience to describe their progress toward each of the SLOs for the course.

Student Learning Objectives	Means of Assessment
1. Recognize and adapt to writers' needs during sessions	-Peer Observation Report -Prompted reflection in Consulting ePortfolio
2. Connect writing center theory to writing sessions	-Summary/responses to assigned reading -Prompted reflection in Consulting ePortfolio
3. Adapt strategies for writers at different levels and in different disciplines	-Prompted reflection in Consulting ePortfolio
4. Describe current development as writers and consultants	-Prompted reflection in Consulting ePortfolio
5. Contribute to a productive, collaborative working environment	-Evaluation by BUWC Human Resources Committee -Prompted reflection in Consulting ePortfolio

13. Evaluation of Individual Student Performance: The ePortfolio described in 12. **Student Assessment** will also be used to evaluate individual students. Assigned grades will be Pass/Fail. Students who fail to attend weekly meetings or their assigned shadowing times, as well as students who fail to complete a successful ePortfolio, will receive a failing grade.

14. Course Assessment: The BUWC Director or equivalent will use current best practices in portfolio assessment. All prospective consultants will produce an ePortfolio containing responses to assigned reading, a peer observation report and reflection, and a final reflection related to the learning objectives. The BUWC Director or equivalent will evaluate the effectiveness of the course as a foundational experience for writing consultants and make changes based on that assessment. Assessment data will be reported to the Office of Planning and Assessment as requested by the General Education Council.

15. Supporting Materials: *Denotes holdings in Andruss Library.

Periodicals:

- **The Writing Center Journal*
- **College Composition and Communication*
- **College English*
- **Composition Studies*
- **English Journal*
- JAC: A Journal of Composition Theory*
- **Journal of Basic Writing*
- **Research in the Teaching of English*
- The Writing Lab Newsletter*

Online and Electronic Resources:

Dangling Modifier. National Conference on Peer Tutoring in Writing/Penn State U. Writing Center. Web.

International Writing Center Association. Web.
National Conference on Peer Tutoring in Writing. Web.
Online Writing Lab. Purdue University. Web.
PeerCentered. Web.
Praxis: A Writing Center Journal. Undergraduate Writing Center, UT-Austin. Web.
Training for Tough Tutorials. U of Richmond. Web.
Tutor.edu: A Manual for Writing Center Tutors. Web.

Books & Video: ^w Denotes books available in the BUWC.

- ^wAmerican Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. Washington, D.C.: American Psychological Association, 2010. Print.
- ^wBabcock, Rebecca Day, Kellye Manning, and Travis Rodgers. *A Synthesis of Qualitative Studies of Writing Center Tutoring 1983-2006*. New York: Peter Lang, 2011. Print.
- ^wBarnett, Robert W., and Jacob S. Blumner, eds. *The Allyn and Bacon Guide to Writing Center Theory and Practice*. Boston: Allyn and Bacon, 2008. Print.
- ^wBruce, Shanti, and Ben Raforth, eds. *ESL Writers: A Guide for Writing Center Tutors*. 2nd ed. Portsmouth: Boynton/Cook, 2009. Print.
- ^wCapossela, Toni-Lee. *The Harcourt Brace Guide to Peer Tutoring*. New York: Harcourt, 1998. Print.
- Elmborg, James K., and Sheril Hook. *Centers for Learning: Writing Centers and Libraries in Collaboration*. Chicago: Association of College and Research Libraries, 2005. Print.
- ^wFels, Dwan, and Jenneifer Wells, eds. *The Successful High School Writing Center*. New York: Teachers College, Columbia U. 2011. Print.
- ^wGillespie, Paula. *The Longman Guide to Peer Tutoring*. 2nd ed. Upper Saddle River, NJ : Pearson, 2007. Print.
- Gillespie, Paula, Alice Gillam, Lady Falls Brown, and Byron L. Stay, eds. *Writing Center Research: Extending the Conversation*. Mahwah: Erlbaum, 2002. Print.
- ^wGillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn and Bacon, 2000. Print.
- *Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. New York, W. W. Norton & Company, 2014. Print.
- ^wHacker, Diana, and Nancy Sommers. *A Writer's Reference*. 7th ed. Boston: Bedford/St. Martin's, 2011. Print.
- ^wHarris, Muriel. *Teaching One-to-One: The Writing Conference*. Urbana: NCTE, 1986. Print.
- ^wLee, Sohuie, and Russell Carpenter, eds. *The Routledge Reader on Writing Centers & New Media*. New York: Routledge, 2014. Print.
- ^wLunsford, Andrea A., and Lisa Ede. *Writing Together: Collaboration in Theory and Practice*. Boston: Bedford/St. Martin's, 2012. Print.
- ^wModern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The MLA of America, 2009. Print.
- ^wMoore Howard, Rebecca. *Writing Matters: A Handbook for Writing and Research*. New York: McGraw Hill, 2011. Print.
- ^wMurphy, Christina, and Joe Law, eds. *Landmark Essays on Writing Centers*. Mahwah: Erlbaum, 1995. Print.
- ^wMurphy, Christina, and Steve Sherwood. *The St. Martin's Sourcebook for Writing Tutors*. 3rd ed. Boston: Bedford/St. Martin's, 2008. Print.
- ^wMurphy, Christina, and Byron L. Stay, eds. *The Writing Center Director's Resource Book*. Mahwah: Erlbaum, 2006. Print.
- ^wPemberton, Michael A., and Joyce Kinkead, eds. *The Center Will Hold: Critical Perspectives on Writing Center Scholarship*. Logan: Utah State UP, 2003. Print.

^wRaforth, Ben, ed. *A Tutor's Guide: Helping Writers One to One*. 2nd ed. New York: Heinemann, 2005. Print.

^wRobertson, Wayne. dir. *Writing Across Borders*. Oregon State University, 2005. DVD.

^wSoven, Margot Iris. *What the Writing Tutor Needs to Know*. Boston: Thomson, 2006. Print.

16. Prototype Text:

Ryan, Leigh, and Lisa Zimmerelli. *The Bedford Guide for Writing Tutors*. 5th. ed. Boston: Bedford/St.

(Modified) VALUE Rubric: Integrative Learning

Zero will be assigned to any work sample or collection of work that does not meet Benchmark (1) level performance.

VALUE element	SLO	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	2. Connect writing center theory to writing sessions	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation to understand problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	4. Describe current development as writers and consultants	Evaluates changes in own learning over time, identifying specific contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Recognizes changes in own learning over time, identifying contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

(Modified) VALUE Rubric: Written Communication

Zero will be assigned to any work sample or collection of work that does not meet Benchmark (1) level performance.

VALUE element	SLO	Exceptional Capstone 4	Competent Milestone 3	Competent Milestone 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	3. Adapt strategies for writers at different levels and in different disciplines	Demonstrates a thorough understanding of writer's context, audience, and purpose, and responds insightfully to the writer's needs.	Demonstrates an adequate understanding of writer's context, audience, and purpose, and is generally responsive to the writer's needs.	Demonstrates awareness of writer's context, audience, and purpose, but inadequately responds to writer's needs.	Demonstrates minimal awareness of writer's context, audience, and purpose, but does not respond to writer's needs.