FORM EXPIRES 6-1-2015 BLOOMSBURG UNIVERSITY FORM EXPIRES 6-1-2015

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 290 Writing in the Disciplines Practicum

SHORT TITLE OF PROPOSAL: WID Practicum CLE, 1 MyCore GEP in Goal 1: Communication

CIP: (FOR PROVOST'S USE ONLY)

Box 1: TYPE OF ACTION	ADD(NEW)	☒	DEACTIVATE	☐	MODIFY	☐	N/A	☐	OTHER ☐
Box 2: LEVEL OF ACTION	Non-Credit	☐	Undergraduate	☒	Graduate	☐	Other	☐	

Box 3: ITEM OF ACTION (check appropriate boxes)		APPROVAL SEQUENCE(see box 5)	DOCUMENTS REQUIRED (see box 4)	INFO COPIES (see 2 below)
☐	1 Experimental Course [1]	A B2 E	PQR	1. d
☐	2 Change in Master Course Syllabus:			
	☐ 2a Title and/or Description ☐ 2b Credits	A B1 B2 E	PQ	2ab.
	☐ 2c Course Number	A B1 B2 E	PQ	2c.
	☐ 2d Pre & Co-Requisite	A B1 B2 E	PQ	2d. a, b
	☐ 2e Content Outline	A B1 B2 DE	PQR	2e. a, b
	☐ 2f Methods	A B1 B2 E	PQR	2f. a, b
	☐ 2g Departmental Recommended Class Size, if appropriate	A B1 B2 DE	PQR	2g. a, b
	☐ 2h Student Learning Objectives	A B1 B2 DE	PQR	2h. a, b
	☐ 2i Student Assessment and/or Evaluation	A B1 B2 E	PQR	2i. a, b
	☐ 2j Course Assessment	A B1 B2 E	PQR	2j. a, b, e
	☐ 2k Supporting Materials &/or Prototype Text	A	R	2k. a, b, f
☐	3 Deactivate a Course	A B1 B2 E	PQ	3. a, b
☒	4 Pass/Fail Grading	A B1 B2 DE	PQR	4. a, b
☐	5 Major/Minor/Concentration Requirements/Electiv	A B1 B2 DE	PQV	5. a, b
☒	6 New Course	A B1 B2 DE	PQR	6. a, b
☐	7 Dual Listing (select 7a or 7b)	A B1 B2 DE	PQR	7. b
	☐ 7a Offered in two departments with same number	A B1 B2 DE	PQR	7a. b
	☐ 7b Offered in one department as undergrad & grad	A B1 B2 C1 C2 DE	PQR	7b. b
☒	8 General Education Change	A B1 B2 C3 DE	PQR	8. a, b
☐	9 Minor (Major exists)	A B1 B2 DE	PQV	9. a, b
☐	10 Minor (No Major exists)	3A B1 B2 DEFGH	PQTUV	10. a, b, c
☐	11 Non-Degree Certificate Program	A B1 B2 DE FGH	PQTU	11. a, b
☐	12 Program Deletion	A B2 D-Information EFGH	PQTU	12. a, b, c
☐	13 Program Moratorium	A B2 D-Information EFH	PQ	13. a, b, c
☐	14 Certificate Program(Major or Minor Exists)	A B1 B2 DEFG	PQ	14. a, b, c
☐	15 Degree Designation	A B1 B2 DEFGH	PQTU	16. b, c
☐	16 Degree Program	3A B1 B2 DEFGH	PQTUVW	17. a, b, c
☐	17 Program Policy Change	A B1 B2 DE	PQ	18. a, b, c
☐	18 Concept Approval	A B1 B2 DE	PQ, Letter of Intent	19. a, b, c
☐	19 Distance Education	A B1 B2 DE	PQR	20. a, b, c
☒	20 Other	VARIES	VARIES	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: Barbara Finkelstein	2-12-15
B1 College Curriculum Committee	Chair: [signature]	2-18-15
B2 College Dean	Dean: [signature]	2/23/15
C1 Graduate Council	Chair:	
C2 Graduate Dean	Dean:	
C3 General Education Council	Chair: Molly Marella	3/23/15
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: Timothy Oleksiak	Phone: x4716	Effective Semester: Fall 2015

Q-1: Briefly describe what is requested: Approval of Writing in the Disciplines (WID) Practicum as a Co-Curriculuar Learning Experience (CLE) for 1 MyCore GEP for introductory training of new writing fellows. Approval of CLE 290 for Goal 1: Communication 1 GEP.

For new courses or changes in existing courses (needed by Registrar):

New Title: Writing in the Disciplines Practicum	Course #: CLE 290	Credits: 0
Course Abbreviation: WID 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.) Students employed to work as writing fellows are required each semester to read and respond to writing in the disciplines theory and practice related to the work they will be doing as writing fellows. Students also complete an ePortfolio. These unpaid experiences enhance the learning writing fellows experience in their paid consultations with faculty and students. Writing fellows are required to spend at least 8 hours a week consulting with faculty and students and responding to student writing. Writing fellows learn through both their paid work and the co-curricular learning experiences that constitute writing fellows training. Each semester, writing fellows are expected to read and write in response to scholarly texts about writing and writing instruction, to meet weekly for 1 hour to discuss those texts, and to work directly with faculty and students and on responding to student writing at least 8 hours each week. For a total experience of no fewer than 126 hours (approximately 14 unpaid and 112 paid) each semester. The entire experience relates to written and oral communication, justifying 1 GEP for Communication.

Because writing fellow theory and practice is a unique scholarly field that can be taught, a CLE is necessary for the training of newly hired writing fellows. This CLE pairs the experience of working as a writing fellow with theory and research relating to writing fellows as a unique opportunity for learning. Offering a co-curricular learning experience (CLE) that contributes to MyCore will improve the Writing Fellows Program's ability to attract prospective writing fellows from all four colleges, which will in turn improve the program's ability to extend its services. For students from any major, having been trained as a writing fellow with documented evidence of such training on the transcripts makes them more desirable as future employees and/or graduate students. Under the current tuition structure, A CLE is preferable to a course because students already taking 18 credits often choose not to take another class because they cannot afford to exceed 18 credits. This is especially true for students from highly prescribed majors. Under the new per-credit tuition pilot, a required course for training would prove cost prohibitive for many students, especially out-of-state students, and would inhibit students from becoming Fellows. On average, writing fellows will be expected to work 9 hours a week or 126 hours in a single semester.

Q-3 RESOURCES

☒ No additional resources required. Explain why. Current BU infrastructure supports the needs of this course. The professional responsibilities of the WID Coordinator require the creation, development, and on-going assessment of a Writing Fellows Program at BU.

☐ Use space as needed to indicate probable source of additional funds:

(Use space as needed.) WID Practicum as a CLE will be taught and assessed by the WID Coordinator as part of reassign time.

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

a) Impact was reviewed but none detected: _____ 2-12-15
Department Chair Signature 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

IB/jmw/OmnibusForm 8/20/15

1. **Date Prepared:** November 13, 2014
2. **Prepared by:** Timothy Oleksiak and Ted Roggenbuck
3. **Department:** Writing Fellows Program
4. **Course Number:** CLE 290
5. **Course Title:** Writing in the Disciplines Practicum
6. **Credits:** 0

Goal 1: Communication	1 GEP

7. **Prerequisites:** Permission of the Writing in the Disciplines Coordinator and employment as a writing fellow.

8. **Catalog Description:** Introduces theories, research methods, and practices of writing in the disciplines. Writing fellows read, explore, and meet for one hour each week to discuss the details of writing fellows work. Topics may include the following: peer-to-peer and group review sessions; discipline-specific writing practices; and professional oral and written communication for diverse audiences. Required for newly hired writing fellows.

9. **& 10. Content and Methods:** The following content is essential to the co-curricular learning experience
    a. Writing in the disciplines/disciplinary conventions
    b. Process theory of writing
    c. Peer review/peer consultation
    d. 8 hours a week working with students and cooperating faculty

    Students will read and respond to writing fellows scholarship, meet for 1 hour each week to discuss reading material, and work at least 8 hours consulting with faculty, students, and responding to student writing. In total students will spend at least 126 hours for the semester in a co-curricular experience related to Goal 1: Communication. Students will be paid for a portion of their work.

11. **Student Learning Objectives:**

Student Learning Objectives Upon completion of this course students will be able to	**Gen Ed Goals w/ GEPs**	**Related VALUE RUBRIC Elements**
1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-fellow situations	Goal 1—Communication	**Integrative Learning** Transfer (modified)
2. Adapt strategies for writers at different levels and in different disciplines	Goal 1—Communication	**Written Communication** Context and Purpose for Writing (modified)
3. Describe development as writing fellows	Goal 1—Communication	**Integrative Learning** Reflection and Self-

		Assessment (modified)
4. Identify and respond to needs of students and faculty	n/a	n/a
5. Create and execute approaches to solving problems with student writing	n/a	n/a

Offering a co-curricular learning experience (CLE) that contributes to MyCore will improve the Writing Fellows Program's ability to attract prospective writing fellows from all four colleges, which will in turn improve the program's ability to extend its services. 1 GEP is sufficient for the 9 hours of work expected during a single semester.

12. **Student Assessment:** All students enrolled in Writing in the Disciplines Practicum will compile an ePortfolio in which they include their responses to assigned reading; critical evaluation based on empirical observations of peer-to-peer and faculty-to-student conversations; a rationale for a viable research project that advances knowledge of WID theory, practice, and/or research; and a final semester reflection.

Student Learning Objectives	**Means of Assessment**
1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-fellow situations	• Summary/response to assigned reading • Prompted reflection in ePortfolio
2. Adapt strategies for writers at different levels and in different disciplines	• Observation reports from peer-to-peer and faculty-to-fellow meetings • Prompted reflection in ePortfolio
3. Describe development as writing fellows	• Prompted reflection in ePortfolio
4. Identify and respond to needs of students and faculty	• Observation reports from peer-to-peer and faculty-to-fellow meetings • Prompted reflection in ePortfolio
5. Create and execute approaches to solving problems with student writing	• Create rationale for viable research project • Prompted reflection in ePortfolio

13. **Evaluation of Individual Student Performance:** ePortfolio described in #12 will function as primary text for evaluating individual student performance. Student will be assessed on a pass/fail basis. Those students not completing the ePortfolio will receive a failing grade.

14. **Course Assessment:** The Writing in the Disciplines Coordinator will use portfolio assessments current with best practices in the field of rhetoric and composition/writing studies. All writing fellows will produce an ePortfolio containing responses to assigned reading; a critical evaluation based on empirical observations of peer-to-peer and faculty-to-student conversations; a rationale for a viable research project that advances knowledge of WID theory, practice, and/or research; and a final semester reflection.

The WID Coordinator or equivalent will evaluate the effectiveness of the co-curricular learning experience as a foundational experience for writing fellows and make changes based on that assessment.

WID Coordinator will report data to Office of Planning and Assessment as requested by GEC.

15. Supporting Materials and References:

*American Psychological Association. *Publication Manual of the American Psychological Association*. 6th ed. 2nd print. Washington, DC, 2013. Print.

Birr Moje, Elizabeth. "Developing Socially Just Subject-Matter Instruction: A Review of the Literature on Disciplinary Literacy Teaching." *Review of Research in Education*. 31 (2007): 1-44. Web. 11 Nov. 2014. (Available online)

Bruech, Lee-Ann Kastman. *Virtual Peer Review*. Albany, NY: SUNY P, 2004. Print. (Request through ILL)

Gere, Anne Ruggles. "Reading and Writing across the Curriculum." *The Council Chronicle*. National Council of Teachers of English. Mar. 2011 16-18. Web. 11 Nov. 2014. (Available online)

Faigley, Lester, and Jack Selzer. *A Little Argument*. New York: Longman, 2010. Print. (Request through ILL or from WID Coordinator)

*Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: W. W. Norton & Company, 2014. Print.

Hyland, Ken. *Disciplinary Discourses: Social Interactions in Academic Writing*. Ann Arbor, MI. U of Michigan P, 2004. Print. (Request through ILL or from WID Coordinator)

Hughes, Brad, and Emily B. Hall. *Rewriting Across the Curriculum: Writing Fellows as Agents of Change in WAC*. Spec. issue of *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* 5 (Mar 2008): n.p. Web. 11 Nov. 2014. http://wac.colostate.edu/atd/fellows/index.cfm

Johnson, J. Paul, and Ethan Krase. "Coming to Learn: From First-Year Composition to Writing in the Disciplines." *Across the Disciplines* 8.2 (2012): n.p. Web. 11 Nov. 2014. http://wac.colostate.edu/atd/articles/johnson_krase2012/index.cfm

Kolln, Martha, and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. Boston, MA: Pearson, 2013. Print. (Request through ILL or from WID Coordinator)

*Modern Language Association. *MLA Style Manual and Guide to Scholarly Publishing*. 3rd ed. New York, 2008. Print.

Mullin, Joan A. *WAC, WID, ECAC, CAC, CXC, LAC—VAC? Incorporating the Visual into Writing / Electronic Communication / Learning Across the Curriculum*. Spec. issue of *Across the Disciplines: A Journal of Language, Learning, and Academic Writing* 3 (Dec 2005): n.p. Web. 11 Nov. 2014. http://wac.colostate.edu/atd/visual/index.cfm

Murray, Donald M. "Teaching Writing as a Process Not Product." *Cross-Talk in Composition Theory: A Reader*. Victor Villanueva, ed. Urbana, IL: NCTE, 2003: 3-6. Print. (Request through ILL or from WID Coordinator upon request)

*Sommers, Nancy. "Between the Drafts." *College Composition and Communication* 43.1 (Feb 1992): 23-31. *JSTOR*. Web. 11 Nov. 2014.

*---. "Responding to Student Writing." *College Composition and Communication* 33.2 (May 1982): 148-156. *JSTOR*. Web. 11 Nov. 2014.

*---. "Revision Strategies of Student Writers and Experienced Adult Writers." *College Composition and Communication* 31.4 (Dec 1980): 378-88. *JSTOR*. Web. 11 Nov. 2014.

Thaiss, Chris, and Terry Myers Zawacki. *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*. Porstmouth, NH: Boynton/Cook, 2006. Print. (Request through ILL)

Wood, Nancy V. *Essentials of Argument*. Upper Saddle River, NJ: Pearson, 2006. Print. (Request through ILL or from WID Coordinator)

16. Prototype Text to be Used in Class:

*Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves that Matter in Academic Writing*. New York, W. W. Norton & Company, 2014. Print.

(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 *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	1. Connect theories of disciplinary writing and conventions to peer-to-peer and faculty-to-peer situations	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new 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 *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)*	3. Describe development as writing fellows	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 *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	2. 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.