Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Chris Warnick  Email address warnickc@cofc.edu Phone 3-7148

1. Department: English

2. Degree: English Major

3. Semester and year in which degree change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add ENGL 310: Theories of Teaching Writing to the courses listed under the "Writing, Rhetoric, and Language" category in the middle of the major.

5. Justification for Change(s):
   Focusing on issues related to writing education, ENGL 310 is a new course that will be among the courses students may take to fulfill this requirement of the English major.

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   No
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   __________________________________________ Date: _______________
   __________________________________________ Date: _______________

7. Signature of Dean(s) of School:
   __________________________________________ Date: _______________
   __________________________________________ Date: _______________

8. Signature of Provost:
   __________________________________________
   Date: ______________________

9. Signature of Curriculum Committee Chair:
   __________________________________________
   Date: ______________________

10. Signature of Budget Committee Chair:
    __________________________________________
    Date: ______________________

11. Signature of Academic Planning Committee Chair:
    __________________________________________
    Date: ______________________

12. Signature of Faculty Senate Secretary:
    __________________________________________
    Date approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

This form was approved by FCC on 8/17/2010 and replaces all others.
Proposal to Change Degree Requirements for a Minor/Concentration/Track

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Chris Warnick  Email address warnickc@cofc.edu Phone 3-7148

1. Department(s) or School(s): English

2. Name of the minor/concentration/track: English minor

3. Semester and year in which degree change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - Add ENGL 310: Theories of Teaching Writing to the courses listed under the "Writing, Rhetoric, and Language" category in the middle of the major.

5. Justification for Change(s):
   - Focusing on issues related to writing education, ENGL 310 is a new course that will be among the courses students may take to fulfill this requirement of the English major.

6. Does the change include deleting or adding courses from other departments? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal. No
Proposal to Change Degree Requirements for a Minor/Concentration/Track

6. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ______________________

7. Signature of Dean of School:

______________________________________________________________

Date: ______________________

8. Signature of Provost:

______________________________________________________________

Date: ______________________

9. Signature of Curriculum Committee Chair:

______________________________________________________________

Date: ______________________

10. Signature of Faculty Senate Secretary:

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Date Approved by Senate: ______________________

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Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.
NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Chris Warnick Email address warnickc@cofc.edu Phone 953-7148

1. Department: English

2. Course number and title: ENGL 310: Theories of Teaching Writing
   Number of Credits: 3    Total hrs/week: 3
   Lecture: ☑ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2012

4. Catalog Description (please limit to 50 words):
   An introduction to major theories of teaching writing, with a particular focus on how these theories inform approaches toward the writing process, assignment design, and the evaluation of student writing.

5. CIP Code: 23.1304 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   Yes, Education.

   b) Please explain overlap with any existing courses.
Proposal for a New Course

8. Prerequisites (or other restrictions):
ENGL 110 or equivalent

9. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      By successfully completing the course, students will
      • Understand major approaches to the teaching of writing, including rhetorical, expressivist, and cultural studies pedagogies
      • Analyze a range of teaching artifacts (i.e., textbooks, assignments, teachers’ commentary on student writing) and the pedagogical theories underlying these materials
      • Compose activities, assignments, and other materials that meet specific pedagogical goals
      • Design and lead a lesson on a specific writing issue
      • Respond to examples of student writing, practicing effective commenting strategies
      • Reflect on their teaching practices and situate them in relation to the pedagogical theories examined in class

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      The course fulfills the "Writing, Rhetoric, and Language" requirement of the major by providing students the opportunity to study issues related to writing pedagogy.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
    Taken in the last year or two of the major, the course provides students an opportunity to study the practice and theory of literacy education. The course enhances the major because it asks students to consider the pedagogical theories informing the teaching of writing in English.

    b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
    n/a

11. Method of teaching:
    Discussion and lecture

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    n/a

    b) Address potential shifts in staffing of the department as it relates to the offering of this course:
Proposal for a New Course

The department already has three faculty members who could staff the course, so we anticipate no shifts in staffing.

c) Frequency of offering:
   each fall: ☐   each spring: ☒
   every two years: ☐   every three years: ☐
   other ☐ (Explain):

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      None
   b) Budget:
      None
   c) Library:
      None, as the department currently requests titles in composition pedagogy and theory.

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      English Major, English Minor, English Secondary Education double major

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

   English 310 / Spring 2012
   Theories of Teaching Writing
   TR 12:15-1:30
   MYBK 208

   Required Reading
   • All other readings are available on OAKS.

   Course Goals
   By successfully completing the course, you will
   • Understand major approaches to the teaching of writing, including rhetorical,
Proposal for a New Course

expressivist, and cultural studies pedagogies
• Analyze a range of teaching artifacts (i.e., textbooks, assignments, teachers’
  commentary on student writing) and the pedagogical theories underlying these
  materials
• Compose activities, assignments, and other materials that meet specific
  pedagogical goals
• Design and lead a lesson on a specific writing issue
• Respond to examples of student writing, practicing effective commenting strategies
• Reflect on your teaching practices and situate them in relation to the pedagogical
  theories examined in class

Course Requirements & Policies
• Course Observation (15%): You will observe a section of a writing class led by
  another instructor and write an essay in which you situate the class in relation to the
  pedagogical approaches discussed in A Guide to Composition Pedagogies.

• Textbook Review (15%): You will select a writing textbook from among a variety of
  choices and write a review in which you locate the textbook’s approach in relation to
  those discussed in specific course readings. Your review will also explain whether or
  not you would adopt this text for your own writing class and give a rationale for your
  decision.

• Individual Lesson (15%): You will design and teach a 25-minute lesson that
  focuses on a specific writing issue. You will be expected to submit a lesson plan
  outlining the lesson’s objectives and a brief reflective paper in which you assess your
  performance.

• Evaluation Assignment (15%): You will respond to two versions of a student paper,
  including a draft and revised draft, and write a brief reflective essay in which you
  explain how you drew from the course readings to respond to and evaluate the
  student’s work.

• Portfolio (30%): You will prepare a portfolio that consists of a reflective essay that
  explains your pedagogical approach and situates it in relation to the pedagogical those
  discussed in the course readings; a syllabus; an assignment sequence consisting of at
  least 3 assignments; sample graded papers; and sample handouts and other relevant
  course materials.

• Participation (10%): Effective participation involves more than attending class.
  Good participation also means coming to class on time having read/viewed the
  assigned material, contributing your views on the assigned material, collaborating
  appropriately, and showing respect to your classmates and to me. You can expect to
  earn a C-level participation grade if you attend class regularly, come prepared, and
  listen attentively. Students who do these things and contribute to discussion some of
Proposal for a New Course

the time can expect to earn a B-level grade, and those students who consistently contribute to discussion can expect to earn an A-level participation grade.

Attendance Policy: This is a discussion-based course in which you will frequently be expected to complete collaborative and individual activities designed to reinforce a given day’s lesson. Needless to say, for this course to work well and for you to get the most out of it as you can, your attendance is vital.

Your attendance will be factored into your Participation grade, although excessive absences can impact your overall course grade. Each absence after three will result in the lowering of your final grade in the course by a third of a letter grade. Six absences will automatically result in failure for the course. I make no distinction between unexcused or excused (i.e., documented) absences. However, if a situation arises during the semester that will hinder your ability to attend class regularly (such as an extended illness), please contact me as soon as possible so we can discuss your options. I will enter attendance records on OAKS, and you may use the Attendance tool to keep track of your absences.

Late Policy: You are responsible for preparing the assignments for the course as fully as you can and on time. Late papers will result in the deduction of one-third of a letter grade for each day (not class period) past the due date, not counting weekends. For example, if a student turns in a paper on Tuesday, and it was due the previous Thursday, I will deduct one letter grade.

Plagiarism and Honor Code: Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (<http://www.cofc.edu/gradschool/current/index.php#AcademicPolicies>) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit
Proposal for a New Course

me during office hours. If you can't make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. I will respond to emails within twenty-four hours.

Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

Teaching Composition: Background Readings = TC
Guide to Composition Pedagogies = GCP

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Proposal for a New Course

Argument (OAKS)
Mar 17  Lesson plan design  Selections from The St. Martin’s Guide to Teaching Writing (OAKS)
Mar 22
Mar 24  Assignment design  “Teaching Before We Judge: Planning Assignments in Composition” (OAKS)  Textbook Review due
Mar 29  Sample writing assignments (OAKS)
Mar 31  Individual Lesson presentations  Individual lessons 1 and 2
Apr 5  Individual lessons 3 and 4

Apr 7  Individual lessons 5 and 6
Apr 12  Individual lessons 7 and 8
Apr 14  Individual lessons 9 and 10
Apr 19 Peer review of portfolios  Reflections due
Apr 21 Peer review of portfolios  Portfolio
Proposal for a New Course

16. Signature of Department Chair or Program Director:

______________________________________________________________

Date: ________________________

17. Signature of Dean of School:

______________________________________________________________

Date: ________________________

18. Signature of Provost:

______________________________________________________________

Date: ________________________

19. Signature of Curriculum Committee Chair

______________________________________________________________

Date: ________________________

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Required Reading
- All other readings are available on OAKS.

Course Goals
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- Understand major approaches to the teaching of writing, including rhetorical, expressivist, and cultural studies pedagogies
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Course Requirements & Policies
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<tr>
<td>Mar 17</td>
<td>Lesson plan design</td>
<td>Selections from <em>The St. Martin’s Guide to Teaching Writing</em> (OAKS)</td>
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<td>Mar 22</td>
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<tr>
<td>Mar 24</td>
<td>Assignment design</td>
<td>“Teaching Before We Judge: Planning Assignments in Composition” (OAKS)</td>
<td>Textbook Review due</td>
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<td>Mar 29</td>
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<td>Sample writing assignments (OAKS)</td>
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<td>Mar 31</td>
<td>Individual Lesson presentations</td>
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<td>Individual lessons 1 and 2</td>
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<td>Apr 5</td>
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<td></td>
<td>Individual lessons 3 and 4</td>
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<td>Apr 7</td>
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<td>Individual lessons 5 and 6</td>
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<td>Apr 12</td>
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<td>Individual lessons 7 and 8</td>
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<tr>
<td>Apr 14</td>
<td></td>
<td></td>
<td>Individual lessons 9 and 10</td>
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<tr>
<td>Apr 19</td>
<td>Peer review of portfolios</td>
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<td>Reflections due</td>
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<tr>
<td>Apr 21</td>
<td>Peer review of portfolios</td>
<td>Portfolio</td>
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</table>
Here's my email exchange with Meta that should be included with the proposal.

Chris

Chris Warnick
Assistant Professor of English
College of Charleston
843-953-7148
http://tungle.me/warnick

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Begin forwarded message:

From: Meta Van Sickle <vansicklem@cofc.edu>
Date: January 24, 2011 2:18:56 PM EST
To: Chris Warnick <WarnickC@cofc.edu>
Subject: Re: Theories of Teaching Writing Course Proposal

Thanks Chris, that is great thinking and useful information that I think the future teachers will benefit from!

meta

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From: Chris Warnick <WarnickC@cofc.edu>
Date: Mon, 24 Jan 2011 13:30:10 -0500
To: Meta Van Sickle <vansicklem@cofc.edu>
Subject: Re: Theories of Teaching Writing Course Proposal

Meta,

Thanks for your thoughts. I, too, share the concerns you mention. The course would certainly give students the opportunity to examine actual student writing and to consider where theory comes into conflict with practice. Along with this, we will also be pay a lot of attention to the context of teaching high school English. As I continue to develop the syllabus before next spring, when the course will first run, I'll more than likely tweak some of the readings, and one source I've been thinking a lot about lately is an edited collection entitled *What Is College English*, which contains a number of essays by high school teachers that I think could provide students with some insight into how composition theory is used in the high school classroom.

Best,
Chris
On Jan 24, 2011, at 12:29 PM, Meta Van Sickle wrote:

Chris, these are our thoughts!

A course like this could be of great advantage to our students. There is, though, a possible concern. My experience with courses like this is that too many of them focus on the theoretical, with very little "real life" examples. I hope that when they teach the course that they use actual examples of student writings - poor ones, good ones, and excellent ones. I also hope they take into consideration the time constraints that high school teachers are often under. Too often students are introduced to new theories and told to teach or grade something and it is just not possible to do so because of those time constraints.

In other words, if this course is meant to help high school English teachers, I hope it is taught from that perspective or that at least that perspective is given attention. Teaching college students English and grading their papers is very different from teaching high school children and grading their papers. I've done both and grading high school students' papers is much more challenging.

Pluse Angela would love to take this course!

meta