

(2)

PROPOSAL SCC #00-01 204

CURRICULUM PROPOSAL FORM 2000-2001

**NON-GENERAL EDUCATION PROCESS A**

**\*DEADLINES:** Deadline dates for 2000/2001 submissions: Regular proposals: October 20, 2000 to be implemented in Fall 2001; Short-Term proposals: December 8, 2000 to be implemented in Fall, 2001; Regular proposals February 16, 2001 to be implemented in Spring, 2002; March 23, 2000 for short-term courses to be implemented in Spring 2002.

PROPOSAL TITLE: Evaluating Writing

1561-405

SPONSOR(S): Dr Diane Perced

DEPARTMENT: College Writing

COLLEGE: Communication

IF LAS CHECK ONE:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

Check one:  Undergraduate  Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

existing non-gen-ed course

non-gen-ed degree requirements

major

minor, specialization, concentration, track, certificate program

**DEPARTMENT**

(Signature indicates approval)

Daniel R. Hill Oct. 18, 2000

Dept. Curriculum Chair / Date

Janice Rowan Oct. 18, 2000

Dept. Chairperson / Date

**ACADEMIC DEAN**

Approved  Not Approved  Comments:

Dean's Signature/Date Phillips 10/19/00

**COLLEGE CURRICULUM COMMITTEE**

Date of open hearing (if necessary) 11/29/00 Approved  Not Approved

Comments:

*minor technical change*

Signature of College Chair/Date: *[Signature]*

**UNIVERSITY CURRICULUM COMMITTEE**

Date Received/Processed ~~12/15/00~~ 6/4/01

Comments:

Curriculum Chair Signature *[Signature]*

Date Announced At Senate 6/4/01

**EXECUTIVE VICE PRESIDENT/PROVOST**

Approved  Not Approved  If no, reasons are as follows:

Student Credit Hours \_\_\_\_\_ Faculty Load Hours \_\_\_\_\_ Equalized Credit Hours \_\_\_\_\_

Official Copy & Approval Sheet Filed (Date): \_\_\_\_\_ Executive VP/Provost Signature/Date *[Signature]* 6/12/01

**REGISTRAR**

Date Approved Course Description Received \_\_\_\_\_ Hegis Taxonomy & Course Number Assigned \_\_\_\_\_

Registrar Signature/Date *[Signature]* 6/25/01

**NOTIFICATION FORWARD**

Senate Curriculum Committee Chairperson

Academic Dean(s)

8/22/01

Department Chairpersons

Registrar

Sponsor(s)

## Course Proposal

### 1. Details:

- a) Course Title: Evaluating Writing
- b) Sponsor: Dr. Diane Penrod, College Writing Department, College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 400-level undergraduate
- e) Curricular Effect: Required course for students pursuing the undergraduate coordinate major in Communication: Writing Arts or the Writing Arts specialization in the College of Communication. Open to students throughout the University.
- f) Prerequisites: College Composition I and II.
- g) Suggested Time/  
Scale of Implementation: Spring 2002  
One section
- h) Resources: Teaching faculty are on staff consistent with the College of Communication budget. New library acquisitions will be required over time.

### 2. Rationale:

The course is part of the undergraduate coordinate major in Writing Arts and Writing Arts specialization sponsored by the College Writing Department in the College of Communication. The course can also be offered as an elective for students enrolled in other programs across campus, such as in the Colleges of Education, Liberal Arts or Business.

This class focuses on the various models, rubrics, and principles that guide the evaluation of a written text. In addition, the class explores the editing process in academic and professional writing environments. Throughout the course, students will examine different criteria for judgment used to rate a paper and it is expected that students will develop their own criteria and standards for judging quality writing. Students who wish to enter the publishing, copyediting, and teaching fields will find this class extremely beneficial. Students who want to learn more about evaluating and editing their own writing for scholarly or professional situations will also find this course useful.

### **3. Essence of the Course:**

#### **a) Objectives:**

This proposed course presents a number of objectives:

- (i) To expose students to the current and historical trends in evaluating writing in academic and professional settings.
- (ii) To provide students with an expanded framework of evaluating and editing papers for scholarly and professional writing situations.
- (iii) To assist students in developing evaluation applications and editing strategies for their own writing based on the theoretical models discussed in class.
- (iv) To introduce students to various heuristics for commenting on papers that are age-appropriate and discipline-appropriate.
- (v) To acquaint students with conceptual and editorial commenting on papers and how to use these comments to talk with writers.
- (vi) To familiarize students with what editors or evaluators "want" from writers in different situations.

#### **b) Topical Outline:**

The topical outline and content of the course will include:

##### *Sample Projects*

The course will have at least one major learning activity supplemented with smaller projects. The following are sample projects that students may engage in over the course of the semester:

- *Depending upon one's future career field, students interview professional editors, copywriters, master teachers, curriculum supervisors, and/or published authors to learn what the evaluation criteria are for the student's discipline.*

Students then analyze these criteria in short reports or other primary research-based papers to learn how writing is evaluated in a particular career field.

- *Collecting samples of mispunctuated or poorly constructed paragraphs from media and textbook sources.*

Students lead a class discussion in which classmates analyze the errors and suggest revision strategies. The class discussion leaders then create exercises that would address the punctuation or sentence construction problems for writers. Students begin to analyze error and possible correction strategies to learn how to talk with writers about miscues and error.

- *Role-playing with strategies for handling diffident writers, unproductive writers, blocked writers, and binge writers.*

Students practice case study-style situations to simulate their future experiences as teachers, editors, tutors, or others who work with writers.

### **Week-by-Week Overview of the Course\*\***

**Week 1: Introduction/Overview of Course and Course Requirements**

**Week 2: The Differences Between Revision and Editing**

**Weeks 3-4: The Models for Evaluating Writing (including NJ Department of Education Holistic Writing Assessment rubric)**

**Week 5: Evaluating a Writer's Portfolio**

**Week 6: Evaluating Writing in Academic and Commercial Settings**

**Week 7: What Editors and Evaluators Look for in a Written Text**

**Weeks 8-9: Making Effective Comments**

**Week 10: Handling Diffident or Unproductive Writers**

**Week 11: Tone, Context, and Structure for Academic and Commercial Settings**

**Week 12: Understanding House Style vs. Academic Documentation Style**

**Weeks 13-14: The Effect of Race, Class, Gender, and Ability on Evaluation**

**Week 15: Discussing Evaluation with Multiple Constituencies (e.g., administrators, parents, editorial staff, writers, and so on)**

#### **c) Evaluation and Grading Procedures:**

Final course grade will be determined based on the quality of the student assignments throughout the duration of the class. The assignments can include projects, response papers, examinations, seminar presentations, and/or tests and quizzes.

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\*\* All students will be required to turn in either weekly response papers, short formal papers, or other regular written assignments (i.e., essay exams, case studies, or ethnography). The option of response papers, essay exams, short formal papers or other written assignments is at the discretion of the instructor teaching the course. The goal of every writing assignment is for students to demonstrate understanding of the content being presented in the classroom.

#### **d) Course Evaluation:**

The proposed course will be evaluated using the College of Communication student evaluation forms and critical review by the College Writing Department faculty. Student evaluation forms will assess effectiveness of content and content delivery, assignments, and texts. The critical review by the College Writing Department faculty will determine whether or not the course meets the goal(s) outlined or whether additional courses are needed. Critical review by the department faculty can be met in several ways: classroom observation, syllabus review, faculty meetings at regular intervals to assess progress.

#### **4. Results of Consultations:** See attached.

**a) Consulted Departments:** College Writing, Journalism and Creative Writing, English, Elementary Education, Secondary Education, Reading.

**b) Consultants and Consultant Statements:** Carl Calliari (Chair, Elementary Education), Burton Sisco (Dean, College of Education), Antionette Libro (Dean, College of Communication), Janice Rowan (Chair, College Writing), David Lloyd (Chair, Journalism and Creative Writing), Nicholas DiObilda (Reading), Julia MacDonnell Chang (Journalism and Creative Writing), Nathan Carb (Chair, English), John Gallagher (Chair, Secondary Education).

**c) Written Consultations:** See attached.

#### **5. Additional Supporting Information:**

Possible texts that could serve as primary or supplemental references for this course:

Alley, Michael. The Craft of Editing: A Guide for Managers, Scientists, and Engineers. New York: Springer Verlag. 2000.

Barr, Mary A. and Margaret A. Syverson. Assessing Literacy with the Learning Record. Portsmouth: Heinemann. 1999.

Callenbach, Ernest. Publisher's Lunch: A Dialogue Concerning the Secrets of How Publishers Think and What Authors Can Do About It. Berkeley, CA: Ten Speed Press, 1989.

Dessauer, John P. Book Publishing: A Basic Introduction. New York: Continuum, 1989.

Dunn, Patricia A. Learning Re-abled: The Learning Disability Controversy and Composition Students. Portsmouth: Heinemann-Boynton/Cook, 1995.

Fox, Thomas. The Social Uses of Student Writing. Cresskill, NJ: Hampton Press, 1994.

Fox, Tom. Defending Access. Portsmouth, NH: Heinemann, 1999.

Goldfarb, Ronald L. and Gail Ross. The Writer's Lawyer: Essential Legal Advice for Writers and Editors in All Media. New York: Times Books, 1989.

Graves, Donald and Bonnie Sunstein. Portfolio Portraits. Portsmouth: Heinemann. 1992.

Jenkins, Carol B. Inside the Writing Portfolio: What We Need to Know to Assess Children's Writing. Portsmouth: Heinemann. 1996.

Luey, Beth. Handbook for Academic Authors. Third edition. New York: Cambridge UP, 1995.

Moxley, Joseph and Todd Taylor. Writing and Publishing for Academic Authors. Lanham, MD: Rowman & Littlefield, 1997.

Porter, James. Audience and Rhetoric. Upper Saddle River, NJ: Blair Press/Prentice Hall, 1996.

Potter, Clarkson N. Who Does What and Why in Book Publishing: Writers, Editors and Money Men. Secaucus, NJ: Birch Lane Press, 1990.

Rose, Mike. When a Writer Can't Write. New York: Guilford Press, 1985.

Shaughnessey, Mina. Errors and Expectations. New York: Oxford University Press, 1977.

Strickland, Kathleen and James Strickland. Making Assessment Elementary. Portsmouth, NH: Heinemann, 2000.

White, Edward M. Assigning, Responding, Evaluating. Boston: Allyn & Bacon, 1995.

*Plus, the following journals could provide articles that may be used in the course:*

Journal of Scholarly Publishing

Publishing Research Quarterly

Scholarly Publishing

Assessing Writing

*A packet of readings may also be used as either the primary or supplementary readings for this course. Readings would be drawn from the journals and texts listed above.*

## **6.) Course Description**

### **Evaluating Writing (1501.40X.XX )**

*Evaluating Writing* examines the strategies and practices that guide how editors and evaluators assess writing. This class focuses on the various models, rubrics, and principles that guide the evaluation of a written text. In addition, the class explores the editing process in academic and professional writing environments.



May 25, 2000

Dr. Diane Penrod  
College Writing Department

Dear Diane:

I am pleased to provide you with this letter of support for the course, Evaluating Writing. Our recent discussion regarding the importance of evaluation and the need for expertise in this area was very enlightening. I do appreciate the variety of demands placed upon writers for evaluation.

This course will provide students with the depth and breadth necessary to explore the subject matter of evaluation. I am sure that your sense of balance regarding the curriculum is well served by the inclusion of this particular course and that students will benefit from its focus.

Thank you very much for providing me with ample time to review and respond to this offering.

Sincerely yours,

Toni Libro  
Dean

c: J. Rowan



*Department of Elementary / Early Childhood Education*

April 19, 2000

Diane Penrod, Ph.D.  
Graduate Program Advisor  
College of Communications  
Rowan University

Dear Diane:

I have had the opportunity to review your proposal and find it easy to support it enthusiastically.

Any cause that contributes to closer and improved writing is an asset to all students and especially to classroom teachers who must convey these skills to their learning.

This sounds like a great capstone experience for coordinate majors in the Writing Arts area.

I welcome its addition as a required course on that program.

Sincerely,

A handwritten signature in black ink, appearing to read "C. L. Calliari", with a long horizontal flourish extending to the right.

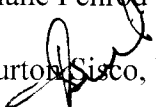
C. L. Calliari, Chairperson  
Department of Elementary/Early Education

ck



*College of Education*

**MEMORANDUM**

**TO:** Diane Penrod  
**FROM:**  Burton Sisco, Dean  
**SUBJECT:** Review of Course Proposal - Evaluating Writing  
**DATE:** April 13, 2000

You asked me to review the course proposal, Evaluating Writing, for the undergraduate specialization/coordinate major in Writing Arts. I asked the Department of Secondary Education/Foundations of Education to review the proposal and provide some feedback. Their comments are supportive of the proposal (see attached) and I concur.



*Department of Secondary Education/Foundations of Education*

April 12, 2000

**MEMORANDUM**

To: Dr. Diane Penrod, College of Communication

From: John V. Gallagher, Chairperson

Re: Proposal on Evaluating Writing Course

The Department of Secondary Education/Foundations of Education supports your proposal and believes it will be a valuable option for Rowan students including those seeking certification as secondary English/language arts teachers. We wish you success in its implementation.



*Department of Reading*

April 26, 2000

Diane Penrod  
College of Communications

Dear Diane:

I have read the proposal for the course, Evaluating Writing. I understand that this course is part of the program currently being developed for the undergraduate specialization in Writing Arts. You have been in continuous consultation with me and others in the College of Education regarding this program. Thank you for the opportunity to review the program and the specific courses.

The current proposal for Evaluating Writing follows the original program design. The abilities to be developed in the course would benefit potential writers and teachers of writers. Fulfillment of the course's objectives will certainly help students develop the ability to evaluate their own and the writing of others.

I support this course as it makes its way through the University curriculum process. However, as with other courses I have reviewed for this program, I feel that the content of the course is more directly relevant to teachers of secondary school students. I feel the course would be most valuable to potential English teachers and every effort should be made to attract them to this course.

To make the course more beneficial to elementary education coordinate majors, I would like to see a specific content item directly addressing the State of New Jersey's evaluation criteria and procedures for its Grade 4, 8, and 11 writing tests. This topic could be added to your course. Another advantage is that college students would be able to see the relationship between New Jersey's evaluation model and other models. To this end, I think the course should also include some examination of real writing done by writers at various age levels and comparisons made from a developmental perspective.

I know that you do not wish to make the course primarily a teacher education course, but since it does intend to serve some prospective teachers, strengthening the content in the two ways indicated would make the course more helpful to them. Several of our reading courses address the issues I am suggesting be added to your course. We have found that multiple contacts with these topics enhance the abilities of our prospective teachers.


Sincerely,

Nicholas DiObuilda, Ph.D.  
Chairman, Reading Department



*Department of English*

TO: Diane Penrod, Ph.D.  
Graduate Program Adviser

FROM: Nathan R. Carb, Chairman   
English Department

RE: Support for new course, Evaluating Writing.

DATE: 3/31/00

I have reviewed the course proposal for Evaluating Writing and am pleased to endorse it fully. Too few academic writing programs offer a course that addresses the evaluative needs of prospective teachers, editors, and other professionals responsible for evaluating writing.

Your course proposal is well-conceived, well-organized, and clearly set forth. It should prove a valuable addition to the Rowan curriculum.

NRC:tmc