

ROWAN COLLEGE  
CURRICULUM COMMITTEE

(2)

PROPOSAL TITLE: Integrated College Composition I

UNDERGRADUATE       GRADUATE

1501.105

CREDIT HOURS

SPONSOR(S): Sanford Tweedie, Janice Rowan

DEPARTMENT & TELEPHONE# College Writing Department EXT 3324

CHECK ONE:  COURSE       MINOR PROGRAM       CONCENTRATION       SPECIALIZATION  
 ACHIEVEMENT CERTIFICATE       CERTIFICATION PROGRAM       MAJOR PROGRAM

|   |   |   |
|---|---|---|
| <p>STEP #1 (DEPARTMENT)</p> <p>APPROVED/DATE: _____</p> <p>NOT APPROVED/DATE: _____</p> <p><i>J. Rowan</i><br/>DEPT. CURRICULUM CHR.</p> <p>REVIEWED/DATE: _____</p> <p><i>10/15/92</i></p> <p><i>J. Rowan</i><br/>DEPT. CHR.</p> | <p>STEP #2 (RECEIPT)</p> <p>SCC# <u>9798-66</u></p> <p>DATE RECEIVED: <u>10-20-92</u></p> <p><i>Janice Rowan</i><br/>SENATE CURRICULUM CHR.</p> | <p>STEP #3 (SCHOOL)</p> <p>REVIEWED DATE: - _____</p> <p><input checked="" type="checkbox"/> RECOMMEND TO APPROVE<br/> <input type="checkbox"/> RECOMMEND NOT TO APPROVE</p> <p>FORWARD FOR OPEN HEARING</p> <p><input type="checkbox"/> WITHOUT RESERVATIONS<br/> <input type="checkbox"/> WITH RESERVATIONS</p> <p>COMMENTS: _____</p> <p><i>Janice Rowan</i><br/>SCHOOL COMMITTEE CHR.</p> |
|---|---|---|

STEP #4 (ACADEMIC DEAN)      COMMENTS: \_\_\_\_\_

RECOMMEND  
 NOT RECOMMEND  
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL: *Janice Rowan 11/1/92*

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING: 3/3/98

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE): 3/3/98

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: \_\_\_\_\_

STEP #6 (SENATE)

DATE PRESENTED TO SENATE: 2-31-98

APPROVED       NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE): 3/3/98

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE: *Janice Rowan 3/3/98*

Integrated College Composition I is designed to provide a select group of students, those with high basic skills scores, an opportunity to complete their IPWS requirement\* and their College Composition I course in a single semester. Because elements of two courses have been combined, the scope of the course will be broad and the workload intensive. Limiting the class size to 18 will enable the professor to provide the extra support and instruction necessary to these students' success. This specialized experience and small class size will motivate students to complete the first half of their college composition requirement in a single semester.

Based on the success of the pilot, we anticipate offering several sections of this course each semester. However, maintaining the same entrance requirements is necessary to the course's success.

\*In Fall 1997, the College Writing Program will provide one level of basic skills work. Formerly, 3-4 sections per semester of IPWS-A were offered. Now, students needing writing remediation will move directly into a single level of basic writing, to be called Foundations of Writing. The names IPWS-A and IPWS-B will no longer be used.

## **New Course Proposal: Integrated College Composition I**

### **1. Details**

|                    |   |
|--------------------|---|
| Course title:      | Integrated College Composition I  |
| Sponsors:          | Sanford Tweedie, Janice Rowan<br>College Writing Department   |
| Credit hours:      | 4 (course meets 4 1/2 contact hours a week, including a writing lab)  |
| Course level:      | Freshman, 100 level   |
| Prerequisites:     | None, though students are placed into the course based on a combination of high SAT verbal score and a high Foundations of Writing placement score.   |
| Class size:        | Enrollment will be limited to 18 students.  |
| Implementation:    | One section of the course is being offered during the fall 1997 semester. Future sections will be offered every semester thereafter.  |
| Curricular Effect: | Integrated College Composition I will fulfill the College Composition I (CCI) and the basic skills requirement for students who pass. The course integrates elements of Foundations of Writing (basic writing) into the College Composition I course for students whose placement scores dictate that they need some remedial work, but who may not need a semester-long course in basic writing. Instead of having to take two courses, students only take one because basic writing and CCI are, in essence, being integrated. No changes in the regular basic writing and CCI sections will be caused by Integrated CCI. |
| Resources, staff:  | If students are required to take both Foundations of Writing and CCI, the faculty load is six credit hours. If students take only Integrated CCI, the faculty load is four credit hours, a savings of two credits per section.  |

### **2. Rationale for course:**

This course is designed to serve a select group of students whose placement scores normally would require them to take Foundations of Writing, but who have SAT verbal scores of 550 or above and who, with proper self-motivation, additional support from a faculty member, and an intensive classroom and workshop/lab experience, should be able to progress enough by the end of the semester to pass College Composition I.

The course will combine CCI with intensive instruction in some skills covered in Foundations of Writing. The two curricula will be integrated and accelerated in order to prepare students to meet the criteria for passing CCI by the end of the semester.

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

#### a. Objectives of the Course

Students taking the Integrated CCI course are expected to meet the same criteria as those who take the regular CCI course. Briefly, this includes writing and revising in-class and out-of-class essays, completing a variety of readings, participating during class discussions, and passing the final exam.

#### b. Topical Outline/Content

See the attached syllabus, which gives the specific course objectives. Integrated CCI will combine elements from the IPWS and CCI curricula.

Elements drawn from the IPWS curriculum include:

- Intensive practice in grammar and mechanics
- Development of careful reading practices
- In-class writing in a studio setting
- Supportive and extensive feedback from instructor concerning students' writing and writing progress

Elements drawn from the CCI curriculum include:

- Further practice in and discussion of the writing process
- Exposure to and demonstrated ability to read and respond to a full-length nonfiction text
- A midterm exam, double-graded, once by instructor and once by an outside reader
- Library exercises to familiarize students with research methodologies
- Internet exposure and practice, including World Wide Web-based research
- Exposure to and practice with text-based research and informal citation

Elements drawn from both curricula include:

- Intensive exposure to and discussion of the writing process
- Exposure to writing in a variety of genres (narrative, description, comparison, persuasion, etc.) and for a variety of purposes
- Practice and discussion of writing in-class essays
- Practice in proofreading and editing one's own and others' papers
- Workshopping of student papers in small and large group setting
- Use of computers (including word processing programs, the Internet, e-mail, and CommonSpace, a feedback and commentary program recently adopted by the College Writing Department)
- Several one-on-one conferences with instructor, held both during workshop time and outside normal class hours

#### c. Evaluation and Grading Procedure of Students

Students in Integrated CCI will be required to write both in-class and out-of-class essays, complete readings, participate during class discussions and pass the final essay examination. Additionally, students in Integrated CCI will be expected to assemble a portfolio of their best in- and out-of-class essays. Students who pass

Integrated CCI proceed directly to CCII. The work of students who fail Integrated CCI will be evaluated on a case-by-case basis. Students will be placed into either CCI or Foundations of Writing, depending on the progress they have made. Students who fail the course may not repeat Integrated CCI.

d. Course Evaluation

The success of this course will be measured by comparing the success rate of those who take the Integrated CCI course to the success rates of two other groups: those students in other (regular) CCI courses during that same semester and students who have the same entrance scores (New Jersey Basic Skills Test scores of 167 and 168) and who have previously taken Foundations of Writing and who then proceed onto CCI.

**4. Results of Consultations**

a. This proposal has been sent to the following persons, and their responses are attached:

- Dr. Claude Damico, Special Support Programs
- Professor Isabelle Gundaker, Basic Writing Coordinator, College Writing Department
- Dr. Wayne Hoffner, Interim Associate Provost for Academic and Student Services
- Margaret McFadden, Director, Testing and Basic Skills
- Dr. James Tracy, Dean, School of Engineering
- Ollievita Williams, Director, E.O.F.

**6. Catalog Description**

1501.105.xx

4 s.h.

Integrated College Composition I

*(Prerequisite: Students are selected for enrollment in this course based on placement scores.)*

This course teaches students to write competent expository prose. It emphasizes the writing process, including prewriting, drafting and rewriting skills. Students write frequently, both in and out of class. Intensive work is provided in essay organization, support, and mechanics.

## Integrated College Composition I Fall 1997

Instructor: Sanford Tweedie  
Office: 111 Bozorth--in the curved addition  
Office Hours: Monday and Friday 11:00-11:50 am  
Wednesday 1:00-1:45 pm  
Office Phone: From on campus, simply dial 3324. From off campus,  
dial 256-4500 ext. 3324  
E-mail: tweedie@rowan.edu

Course Hegis # 150110501  
Times: M, W, F 2:00-3:15 pm  
Locations: Mon.--Bozorth 23, Wed.--Bozorth 25; Fri.--Bozorth 22

### REQUIRED TEXTS

- Bissinger, H. G. Friday Night Lights: a Town, a Team, and a Dream. New York: HarperPerennial, 1991.
- Ede, Lisa. Work in Progress: a Guide to Writing and Revising. New York: St. Martin's Press, 1995.
- Hacker, Diana. A Writer's Reference. 3rd Edition. New York: St. Martin's Press, 1995.
- Student Guide to Writing and Research. Available in Bookstore.
- If you don't already own one, I strongly suggest you purchase a good college-level dictionary. This can be used during in-class essays.

### NECESSARY MATERIALS

- Two 3 1/2 inch floppy disks for use in Macintosh machines. We will be working in the computer lab on your papers. You will need to be able to save your work onto a disk and take it with you.
- An inexpensive folder, which will become your final portfolio.
- Plenty of paper.
- A black (preferably) or blue pen with which to write in-class examinations.

### INTRODUCTION

This course combines CCI with elements of Improving Personal Writing Skills (IPWS), the basic skills course, in an intensive situation. The two curricula are integrated and accelerated to prepare you to pass CCI by the end of the

semester. You are expected to meet the same criteria as those who take the regular CCI course. Briefly, this includes writing in-class essays, writing and revising out-of-class essays, completing a variety of readings, participating during class discussions and passing the final exam. Additionally, you will be expected to assemble a portfolio of your best in-class and out-of-class essays. This portfolio will serve as the basis for much of the grade in Integrated CCI, and for any students who fail the final exam (and thus CCI), it may be used for the portfolio review.

To further understand the requirements of CCI, I have taken the following directly from the CCI Curriculum Guide:

College Composition I is Rowan's college-level freshman writing course. Its chief purpose is to help the student writer improve and develop writing skills. The course is also designed to encourage reading, discussion and logic. It is not a course in journalistic writing or creative writing; it is a course in expository writing. It should challenge students to write essays which clearly substantiate a point of view in a reasonable manner.

A passing grade in College Composition I is required of all students who graduate from Rowan College of New Jersey. Students who complete the course successfully will receive three semester hours of credit to be applied toward graduation requirements within the General Education bank. Transfer students who have received a passing grade for a comparable course at another institution will have satisfied this portion of the General Education requirements.

Integrated CCI differs from this description in one way: you will receive four credits towards graduation for successfully completing Integrated CCI. You will also be expected to do work commensurate with a four-credit course.

## **COURSE GOALS**

To put the course objectives in different words, Integrated CCI will:

- aid your learning to write college-level academic discourse, provide an understanding of the academic conventions required by academic writing.
- provide practice in and improve your ability to write both in-class and out-of-class essays.
- help you to learn the importance of revision as part of the writing process.
- increase your awareness of the need for effective writing skills in college and

your life beyond.

That said, let me add that the overall objective of this course, as with any writing course, is to make you a stronger writer. To do so, the focus of this course will be on writing. It may seem obvious that a writing course should focus on writing, but what I mean is that this course will focus on your writing. That is, we will not just talk about grammar and mechanics or about a piece of literature or about somebody else's writing. As much as possible, I want to make your ideas and writing the main focus of this course.

Another goal of this course is to prepare you for College Composition II, which focuses on research and includes an extensive research paper. To help develop the skills necessary for CCII and other academic work, we will be examine in-depth a full-length nonfiction text, H. G. Bissinger's Friday Night Lights. This will provide us a basis around which to focus our discussions, your writing, the course.

## **REQUIREMENTS**

As part of the requirements of this course, you must complete the following:

- All assigned readings
- All in and out-of-class essays, of which there will probably be 4 each, plus an in-class midterm, final and 1 or 2 practice examinations
- Attend conferences with me

## **PORTFOLIOS**

Integrated College Composition I will focus on writing as a process, not just as a product. Therefore, you will be asked to revise your work throughout the semester. At the end of the semester, you will turn in a portfolio of your best work completed during the semester. Much of your final grade will be based on this portfolio.

## **EVALUATION**

I do not like to give traditional grades during the semester. Because Integrated CCI is very much a class in revision, the final portfolio of your best work may look quite different from the drafts you wrote initially. Therefore, to grade your work in the middle of the semester seems counterproductive. You will get a good idea of where you stand through my feedback and through conferences. However, I am offering you an option. If you want a grade on a paper, I will provide you a

grade. However, once I give this grade, you may not revise the paper anymore! Furthermore, this grade will not be given until I have seen a revision of the paper I originally saw. (You will have to indicate to me whether you want your piece graded. More later.)

Your final grade for the course will be based on the following:

|  |            |
|--|------------|
| Four out-of-class essays, each of equal weight | 60%        |
| In-class essays (practice, midterm, final)     | 20%        |
| credit/no credit work and dialogue journal     | <u>20%</u> |
|  | 100%       |

### **ATTENDANCE, ETC.**

Rowan has instituted a new attendance policy effective Fall 1997. Don't believe what any upperclassmen tell you about how teachers can't penalize you for not going to class. The new policy permits this. A copy of the attendance policy has been made available to you through your student handbook, or some other means, but let me highlight a couple parts of it:

Students who are absent for reasons of illness, death in the family, inclement weather, religious observances, official University activities, or for matters of personal conscience should inform each of their instructors, ideally with a written excuse, before the fact or as soon as possible thereafter.

Faculty may establish additional attendance criteria which are consistent with the above. . . . In learning communities where attendance is critical to the functioning of the group, the rationale and justification for additional attendance requirements must be part of the syllabus provided for students. . . .

In a course such as this, where much of the class activity will require your participation, input and feedback, missing class means you will be unable to make up the experience. Thus, you may miss this course two (2) times without excuse. After that, you fail the course. Also, on those days you miss, excused or not, in-class work cannot be made up and you will not receive credit for the missed assignment.

This class meets 3 days per week--Monday, Wednesday and Friday 2:00-3:15. Given the small number of students in the course and its intensive nature, your attendance is expected at all meetings. Because of the intensity of instruction, the frequency of writing assignments, the amount of group interaction, it is

imperative that you attend class regularly. Absences will hinder your progress in this course.

And while I understand that arriving for class on time is not always possible, I do not appreciate it when this becomes habitual. Just as you should expect that I will appear for class on time, I expect the same of you. Not doing so shows a lack of respect for me, the other students and yourself. Once class begins, I also expect that you will stay until the class period is over. If you have to leave class early and you know so beforehand, please see me before class starts.

### **A NOTE ON PLAGIARISM**

We will talk more about plagiarism later in the semester. It can be very difficult to define plagiarism, especially when it is unintentional. However, if you have any doubts that you might be plagiarizing, don't do it. Walk the dog, count to ten, take a cold shower. Do anything but what you are doing. Plagiarism includes but is not limited to: copying someone else's paper, copying a section of a paper, or even "borrowing" someone else's ideas; having someone else write your paper or even having them put pen to your paper; not citing or showing where you've directly quoted from or drawn from outside sources, etc. Penalties for those who plagiarize, as implemented by the university, may range from a failing grade on the paper to expulsion from the university.

### **ONE FINAL NOTE**

Never throw anything away! I will ask you to show me drafts and revisions that papers have gone through. You will need to be able to produce them for me.

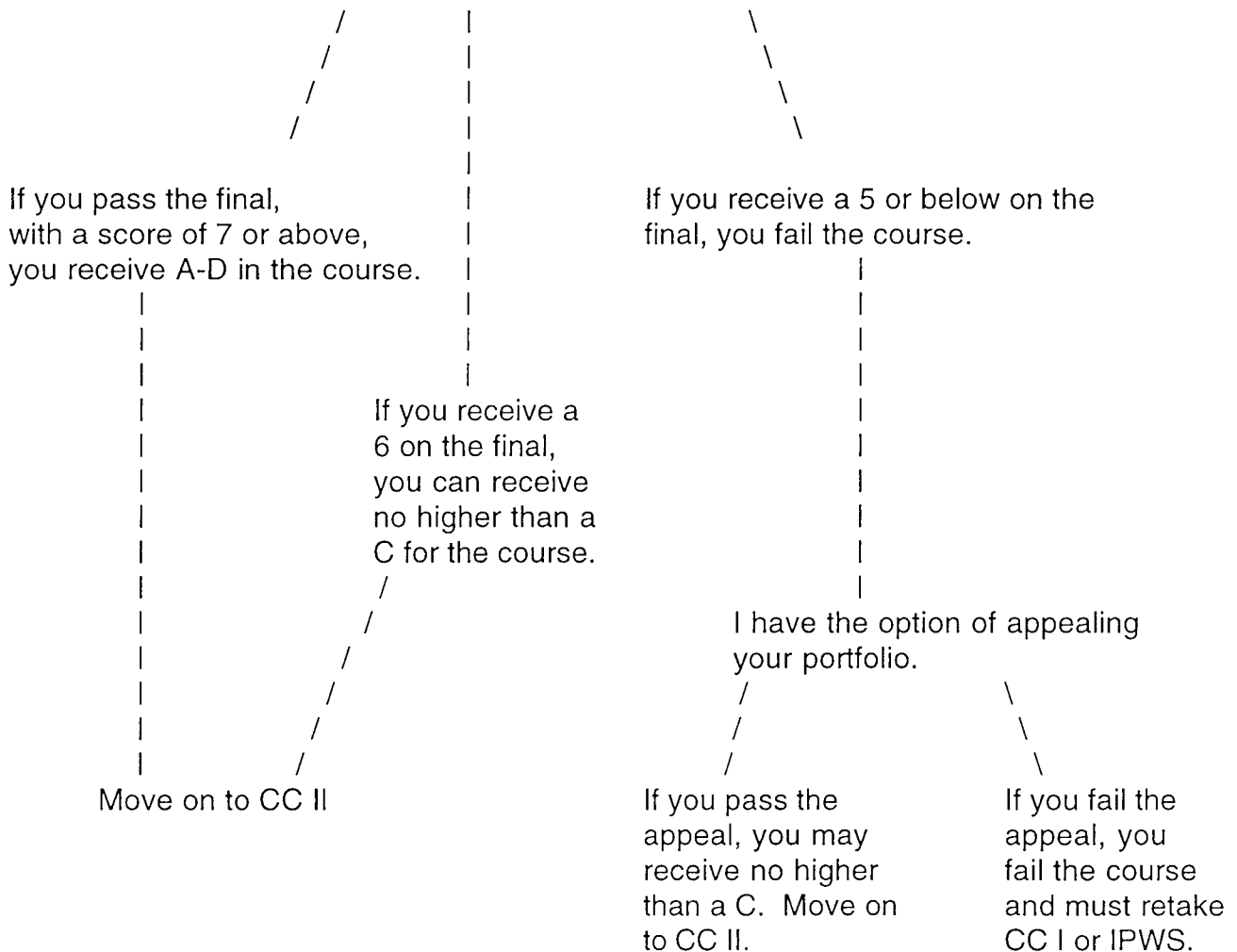
# HOW INTEGRATED COLLEGE COMPOSITION I WORKS--A FLOW CHART

In order to be allowed to submit your portfolio and therefore be in a position to pass the course, you must:

turn in and receive what I consider to be passing grades on all out-of-class essay assignments and have done satisfactory work on all other assignments, etc.

|  
|  
|

Once this is completed satisfactorily, you may take the final examination



## Readings for CCI, Fall 1997

**Note:** all readings and responses to the readings are due at the beginning of class on Monday of the week they are due:

| <u>Week #</u> | <u>Friday Night Lights</u> | <u>Work in Progress</u> |
|---------------|----------------------------|-------------------------|
| 1             | ---                        | Chap. 9                 |
| 2             | ---                        | Chap. 1                 |
| 3             | Prologue (1-22)            | Chap. 2                 |
| 4             | Preseason (23-72)          | Chap.s 5 and 6          |
| 5             | Chaps. 4-5                 | Chap. 3                 |
| 6             | Chaps. 6-7                 | Chap. 4                 |
| 7             | Chaps. 8                   | ---                     |
| 8             | Chap. 9 (Midterm)          | ---                     |
| 9             | Chaps. 10-11               | Chap. 7                 |
| 10            | Chaps. 12-13               | Chap. 8                 |
| 11            | Chaps. 14                  | Chap. 10                |
| 12            | Chap. 15                   | Chap. 11                |
| 13            | Chap. 16                   | Epilogue                |
| 14            | Epilogue/Afterward         | ---                     |
| 15            | --- (Final Exam)           | ---                     |

### Important Dates

- Monday, October 20--Midterm exam. In class.
- Monday, October 20--last day to drop course with instructor signature only. Also, last day to get 'W' on transcript rather than 'WP' or 'WF.'
- Tuesday, November 11--Veteran's Day. No classes.
- Thursday, November 27 and Friday, November 28--Thanksgiving break
- Friday, December 12--Final exam. In class.

# ROWAN

*Special Support Programs*

(609) 256-4238

Fax: (609) 256-4929

March 7, 1997

To Whom It May Concern:

It is a pleasure to support the new course proposal for Integrated College Composition I, sponsored by Sanford Tweedie and Janice Rowan of the College Writing Department, School of Communication. At the outset I would like to commend the sponsors for the time and effort that they have expended in designing this course and addressing the needs of the students. Professors Tweedie and Rowan have had a very fine relationship with the Special Support Programs unit. Individually and together they have made significant contributions to the program which delivers services and courses to many "at risk" students. This latest initiative is one more indication of their sensitivity to student need and their keen desire to improve the program.

In a total overview of the proposal there is evidence that there is a need for this integrated course: combining a basic skill initiative with a college level composition course. The College is presently focusing on a deemphasizing of the basic skills courses, while continuing to serve the "at risk" students. A course such as the one proposed provides for the basic skills component while involving the student in college level course work.

It is a course configuration such as this that all the elements of the basic skills program will be looking to design. The emphasis becomes college level work, not the remedial or developmental components.

I believe the proposal speaks for itself. It is well thought out, well designed, and well organized. It should accomplish the goals and objectives as stated. I commend those who have brought this to fruition and looking forward to working with all parties involved for full implementation.

Sincerely yours,



Claude Damico, Ed.D.  
Director  
Special Support Programs

CD/ss



# **ROWAN**

To: Janice Rowan and Sanford Tweedie

From: Isabelle Gundaker

Subject: Course Proposal for Integrated College Composition I

Date: March 12, 1997

Congratulations for tackling the job of creating a course to serve those students who don't quite qualify for College Composition I but who still show strong potential. These students need the intense writing experiences offered by IPWS, but they may not need the full semester to reach the CCI level of proficiency.

The proposal Sanford Tweedie has written combines the most effective teaching strategies of both IPWS and CCI, so it looks like an excellent course to pilot next semester. The combination of in-class and out-of-class writing looks like a fine balance. The opportunity for students to do some of their writing in the computer lab and to workshop there as well is another valuable element of this course. In fact, all the course requirements and activities for this course are clearly well thought out, thorough, and pedagogically sound.

I heartily support this proposal for Integrated College Composition I. Dr. Tweedie's expertise in teaching writing will be put to good use with this course.

A handwritten signature in cursive script that reads "Isabelle Gundaker".

Isabelle Gundaker

Coordinator, Developmental Writing



# ROWAN

*Interim Associate Provost  
for Academic & Student Services*

*(609) 256-4040  
Fax: (609) 256-4431*

TO: ✓ Sanford Tweedie & Janice Rowan, College Writing Department

FROM: Wayne Hoffner, Interim Associate Provost for Academic and Student Services

RE: Integrated College Composition I Pilot Course Proposal

DATE: March 19, 1997

I am very pleased to support your proposal for an Integrated College Composition I course. This proposal is a very creative approach to providing the necessary instruction to a targeted population in an efficient and effective manner.

I would hope that others will take your lead and find creative ways to reduce the number of non-graduation credit courses taken by Rowan students. The increasing number of students taking five or six years for a four-year degree is expensive for families and inefficient for the college.

I commend you and feel certain that your proposal will be successful.

WSH/mc



# **ROWAN**

Office of Testing / Basic Skills  
(609) 256-4259

March 25, 1997

To Whom It May Concern:

I am writing in support of the course proposal for Integrated College Composition I which is being sponsored by Sanford Tweedie and Janice Rowan of the College Writing Department.

This new course would enable students who score just below the passing score on their placement test as well as at the top of their SAT's to complete the writing basic skills requirement at the same time as the CCI requirement. For students who have more than the average number of credits to complete to graduate, this course will reduce some of those credits as they progress toward their degree.

The course is well developed and meets the objectives of both Improving Personal Writing Skills (IPWS) and College Composition I (CCI). The students are expected to meet the same criteria as any other student enrolled in IPWS and CCI.

Having worked with Janice Rowan for many years, I know she has high expectations for the students and would put forth a proposal whereby the students who do their best will achieve success. Although I have not worked with Sanford Tweedie as long, the short time that I have known him, he has been involved with initiating new programs and curriculum to promote success in the basic skills student.

Therefore, without hesitation, I support the new course proposal for Integrated College Composition I.

Sincerely,

Peg McFadden  
Director

PMF/mms



# **ROWAN**

School of Engineering  
(609) 256-4670  
Fax: (609) 256-4950

TO: Sanford Tweedie  
Janice Rowan  
College Writing Department  
School of Communication

FROM: Zenaida Otero Keil  
Assistant Dean

DATE: March 17, 1997

SUBJECT: Integrated College Composition I Course Proposal

We appreciate the opportunity to review and comment on your course proposal for Integrated College Composition I. As we have discussed, an integrated course of this type will be of significant benefit to students who do not require IPWS-B but are not ready to take College Composition I.

We are pleased to support your course proposal. The new course will serve engineering students well. Our only suggestion is regarding the course prerequisites. We encourage you to consider a wider range of IPWS-B level placements along with verbal SAT scores of 550 or greater. As the course prerequisites are proposed, students would need both a relatively high verbal SAT score and a high IPWS-B level placement. There may be students with relatively high verbal SAT scores and fair IPWS-B level placements who would benefit from the course.

Please do not hesitate to contact me if you have any questions, or if we can be of further assistance as you seek approval for the Integrated College Composition I course proposal.

c: T. Libro  
J.H. Tracey



# ROWAN

*Educational Opportunity Fund/  
Minority Achievement Program*

(609) 256-4080

Fax: (609) 256-4929

TO: Sanford Tweedie and Janice Rowan,  
College Writing Department

FROM: Ollievita Williams, <sup>Ollie</sup> Director  
EOF/MAP Department

DATE: April 18, 1997

SUBJ: Integrated College Composition I

I have read the Integrated College Composition I Pilot course proposal and support this new initiative.

I would be interested in discussing with you the enrollment of selected EOF/MAP students that meet the criteria for the course.

Please feel free to contact me for further discussion at extension 4087.