

# CURRICULUM PROPOSAL FORM

Original

**DEADLINES:**

REGULAR COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000

SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

**PROPOSAL TITLE:** Post-Baccalaureate Achievement Certificate in Writing: Composition and Rhetoric

**SPONSOR/S:** Janice Rowan, Diane Penrod

**DEPARTMENT:** College Writing

**CHECK ALL THAT APPLY:**

UNDERGRADUATE       GRADUATE

**COLLEGE:** Communication

**If LAS:**       History/Humanities  
 Math/Sciences  
 Social/Behavioral Sciences



**TYPE OF PROPOSAL (Check ALL that Apply)**

<input type="checkbox"/> General Education	<input type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in <u>Bank</u>	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To <u>Bank</u>	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	
<input type="checkbox"/> Certificate Program	<input type="checkbox"/> Minor Changes to Existing Courses
<input checked="" type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

**DEPARTMENT**

(SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE

DEPT. CHAIRPERSON / DATE

**COLLEGE CURRICULUM COMMITTEE**

DATE OF OPEN HEARING (if necessary) \_\_\_\_\_

APPROVED  
 NOT APPROVED

COMMENTS:

Went to class  
 SIGNATURE

2/21/98  
 DATE

**ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)**

APPROVED  
 NOT APPROVED

COMMENTS:

[Signature]  
 SIGNATURE (Academic Dean)

1/25/99  
 DATE

SIGNATURE (Graduate Dean)

DATE

ABSTRACT  
PROPOSAL FOR A POST-BACCALAURATE ACHIEVEMENT CERTIFICATE IN  
WRITING: COMPOSITION AND RHETORIC

**A. Proposed Title:**

Certificate of Graduate Study in Writing: Composition/Rhetoric (While the certificates are currently named Post-Baccalaureate Achievement Certificates, we understand that a name change to Certificates of Graduate Study has been requested.)

**Sponsors:**

Janice Rowan, Chair, College Writing Department  
Dr. Diane Penrod, College Writing Department

**Overview of the Need for the Program:**

The certificate program consists of three courses or 9 s.h.: Writing for Electronic Communities, Issues in Composition, and Assessment of Writing. (Issues in Composition has been designated the gateway course in the COGS program. Students must pass this course with a B or better to complete the certificate program.) The program addresses the demonstrated needs of a particular population, principally educators in workplace or in post-secondary settings who are responsible for a broad range of content issues connected to writing professionals. The program responds to these needs:

- Concern at all levels of education and in the larger community about underprepared writers who perform poorly in school or on the job
- Lack of composition/rhetoric programs in the region
- Survey responses from a large population of professionals indicating a strong interest in graduate writing courses
- Inquiries from Communication Institute workshop participants and Rowan alumni requesting the availability of graduate writing courses for their own enrichment.

**C. Relationship to Department and College:** This certificate will be housed in the College Writing Department within the College of Communication. All regular procedures of the College of Communication will be followed for both on- and off-campus offerings.

**D. Curriculum Summary:** This certificate program consists of a mandated core of three graduate courses totaling 9 semester hours.

**E. Implementation Time Frame:** With approval, this certificate program can be available for fall 1999. If requested, the courses could be taught in summer 1999.

**F. Resources Required:** Faculty and Facilities

Of the full-time faculty in College Writing, about eight are currently able to teach the courses. Thus, the courses would be staffed principally by full-time faculty. Scheduling and staffing would be part of each semester's plans by the Department. Unless delivered via distance learning or off-campus, the courses would be taught on this campus. The Communication Institute may assume responsibility for some off-campus offerings. Library needs for books and periodicals are being addressed through the College Writing Department and Professional Writing Department's regular library allocations.

PROPOSAL: POST-BACCALAUREATE ACHIEVEMENT CERTIFICATE  
IN WRITING: COMPOSITION AND RHETORIC

**2. PROPOSAL DETAILS**

**A. Proposed Title:** Certificate of Graduate Study in Writing: Composition and Rhetoric (currently called a Post-Baccalaureate Achievement Certificate)

**B. Sponsors of the Proposal:**

Janice Rowan, Chair, College Writing Department  
Dr. Diane Penrod, College Writing Department

The College Writing Department will have administrative responsibility for this certificate program.

**C. Scope/Size of the Program:** This program is developed primarily to serve the needs of educators involved in workplace or college writing programs. It would bring additional expertise to a student already holding an M.A. degree, it might interest students in pursuing additional graduate work, or it might be used to fulfill other mandated professional development requirements. In addition, the College Writing Department and Professional Writing Department are proposing an M.A. in Writing, and these courses would be part of that curriculum.

To accommodate the various needs of our students, some of whom may decide to enter the M.A. program after completing the certificate, we anticipate entering no more than 40% of the total graduate student enrollment in Writing as certificate-bearing candidates. This number is in concert with recommendations made by the external reviewers for the M.A. in Writing.

**D. Relationship to Curriculum:** The College Writing faculty currently provide instruction in basic writing, English as a Second Language, College Composition I and II, Advanced Writing, and Writing for the Workplace. We are awaiting final approval on one of the courses proposed in this certificate program (Assessment of Writing now under consideration by curriculum committees).

These new graduate courses are a natural expansion of the work in writing that the Department is fully qualified to deliver. In recent years, the hiring of six new faculty has enabled the Department to expand its offerings. We also anticipate at least one additional hire in composition/rhetoric.

These certificate courses would be rotated; in some semesters, two of the three would be offered. Some sections would also be offered in the summer. Issues in Composition has been designated as the course that must be taken first to fulfill the certificate's requirements.

### E. Prerequisites or Eligibility:

- Students eligible for this program must have an earned bachelor's degree.
- There are no specific prerequisite courses.
- All policies governing admission to current Post-Baccalaureate Achievement Certificates will apply to this program.

F. Implementation will begin immediately following curriculum approval of the three-course certificate. One course, Writing for Electronic Communities will be taught on short-term approval in spring 1999. It has been approved in fall 1998 for long-term offering. The second course, Issues in Composition, was approved for long-term offering in fall 1998. The third course, Assessment of Writing, currently is being through the Senate Curriculum Committee process for long-term approval.

G. No special costs or additional resources are needed to begin implementation. Within the College of Communication, the Department of College Writing has already identified qualified faculty, has access to classroom space and computers, has purchased some software for writing, and can have access to the Distance Learning television studio if that form of delivering any of the courses proves beneficial.

H. **Recommended Library Resources:** The College Writing Department has made a rather thorough search of the Rowan Library resources in the field of writing. Please see the Senate Curriculum Committee Chair's packet for a current list of Rowan University Library holdings of books and journals in the field of writing.

### 3. RATIONALE

One of the emphases of the Rowan mission is outreach to the community. That part of the community with which we closely identify is faculty and administrators whose job it is to develop written communications. Because employee and student writing skills are constantly being assessed, and often being criticized, we are addressing these courses especially to various professional constituencies to provide expert instruction and support for them in their important task. There is no better way to exhibit our caring about good writing and good critical thinking than to use these courses to form a writing community, linking together individuals across the disciplines and exploring all aspects of written communication.

We seek to provide quality professional development—a combination of the theoretical and the practical—for educators and others interested in writing. These courses will deliver state-of-the-art skills in writing.

The need for this certificate program (Writing for Electronic Communities, Issues in Composition, and Assessment of Writing) is based upon these factors:

1. We are constantly bombarded in the popular press and in disciplinary journals with lamentations that students are underprepared writers when they enter college. We constantly read about students with alarmingly low scores when their writing skills are tested. In the last several decades, the slogan “Why Johnny Can’t Read” has been eclipsed by, “Why Johnny Can’t Write.” Often it takes one or more semesters of work before students can begin to approach the level of writing expected in higher education. The existence of numerous basic skills writing programs at even the most prestigious colleges is testimony to the problem.

Rather than continue the cycle of blame for poor student writing – college teachers blaming high school teachers and high school teachers blaming elementary teachers – the College Writing Department and the Professional Writing Department, propose to form a community of educators addressing student writing problems through a 9-hour series of graduate courses in writing. These three courses are specifically designed to attract professionals and educators as well as others interested in the study of improving writing and will address specific student writing problems.

2. Another group of faculty who may be interested in these courses is found among teachers in alternative settings and two- and four-year colleges, some of whom may hold masters’ degrees but may feel the need for learning additional content to retool in the area of written communication.

3. Having researched the availability of composition/rhetoric programs in the tri-state area, we found that almost none of the other institutions has such programs. Looking at the curricula of ten area colleges and universities, we found that the emphases were upon literature and creative writing, but not composition. Only Rutgers in Camden is trying to revise its master’s program to meet a clearly perceived need for courses in writing. When faculty from surrounding two- and four-year schools were polled at a Rutgers consortium, courses in composition and rhetoric were what faculty wanted and needed.

4. The College Writing Department conducted a state-wide survey among 1,000 individuals in various professions. There were 285 questionnaires returned. The results (which are summarized in Appendix A) were highly favorable regarding a desire to take courses, even a degree, in writing. The survey was principally aimed at determining interests in a master’s program in writing, but the population surveyed is a large part of our target market for graduate writing courses.

5. The recent state mandate for teachers’ professional development, requiring faculty to satisfy 100 hours of state-approved education every five years, also speaks to the question of need. What better way to fulfill some of these hours than to take courses in a content area which will enhance students’ writing and thinking skills.

6. Because many professionals and educators prepare workers and students for a

series of written tests meant to assess progress at various levels, both groups are legitimately concerned about learning how to improve writing performance. Test-taking and assessment will be part of the content of the three courses.

7. In fall 1998, College Writing Department faculty offered workshops and seminars on writing and assessment for faculty in K-12 schools in Gloucester and Cumberland counties. In November 1998, eight College Writing faculty participated in a K-12 faculty development day and spoke to 170 teachers about various aspects of writing. These activities demonstrated to the College Writing Department that local educators have a strong interest in the content-based issues connected to composition/rhetoric.

8. Several College Writing Department faculty are also leading seminars through the Communication Institute. Currently six workshops have been or will be delivered on writing topics to local businesses and K-12 faculty. Again, these activities show the College Writing Department that there is great regional interest in the content related to composition/rhetoric.

#### **4. ESSENCE OF THE CERTIFICATION PROGRAM**

##### **A. Major Goals:**

- To enhance professionals' knowledge of contemporary issues and practices in composition and rhetoric
- To form a learning community of professionals and educators dedicated to improving their writing abilities
- To provide a forum in the tri-state area for an exchange of ideas about evolving standards and strategies in the field of writing

##### **B. Specific Objectives:**

After completing this certificate program, students will be able to:

1. Articulate the historical evolution of the field of composition and rhetoric since its inception at Harvard in the 1870s
2. Apply critical principles and theories in the field of composition and rhetoric to the writing experience
3. Conduct advanced research in the field of composition and rhetoric using on-line and printed materials

4. Participate actively in the assessment and review of current writing practices
- 5, Understand and apply current technology in the writing process
- 6 Initiate positive changes in writing curricula that reflect cutting-edge trends in composition and rhetoric.

**C. Structure/Organization:**

**Required Courses (9 s.h.)**

0601.555	Writing for Electronic Communities (3 s.h.)
(hegis no. TBA)	Issues in Composition (3 s,h,) [gateway course]
(hegis no. TBA)	Assessment of Writing (3 s.h.)

**Certificate Program Total: 9 s.h.**

1. In the M.A. in Writing proposal which will be presented shortly, all three of these courses could be used to meet requirements in the Composition/Rhetoric track.
2. Admission to this certificate program will follow all current policies related to admission to post-baccalaureate certificate programs, including the policy which allows admission to the certificate program without Graduate Record Examination scores. Students would apply for admission and matriculation in this program following current policies.
3. There is no required sequence for completing the three courses.

**D Administration :**

1. This program will be housed in and administered by the College Writing Department.
2. The Communication Institute may be asked to assist with the off-campus offering of this certificate program, following the regular staffing and scheduling approval procedures used in the College of Communication.
3. For on-campus offerings, the Department will coordinate scheduling so that the courses are offered as needed.
4. All Rowan University policies related to graduate education will be followed. The Graduate School will be asked for guidance and assistance, as appropriate.

## 5. RESULTS OF CONSULTATION:

Dr. Antoinette Libro, Dean, College of Communication  
Dr. Marion Rilling, Dean, The Graduate School  
Dr. Burton Sisco, Dean, College of Education  
Dr. Carl Calliari, Chair, Elementary Education  
Dr. John Gallagher, Chair, Secondary Education  
Dr. Timothy Viator, Chair, English Department  
Dr. Suzanne Sparks, Co-Director, Communication Institute  
Edward Moore, Co-Director, Communication Institute  
Prof. David Lloyd, Chair, Professional Writing


Letters from selected consultants will follow.



*Dean of The Graduate School*

November 10, 1998

To: Dr. Janice Rowan  
Dr. Diane Penrod

From:  Dean Marion Rilling, The Graduate School  
and  
Graduate Council

Subject: Support for the Certificate of Graduate Study (currently Post-Baccalaureate Achievement Certificate) in Writing: Composition and Rhetoric

At the Graduate Council meeting of November 10, 1998, Graduate Council members voted unanimously to express support for your proposed Certificate of Graduate Study in Writing: Composition and Rhetoric. Members present had an opportunity to review your written proposal and gain information from your presentation and the subsequent discussion. All of us, including myself, recognize the important needs you are addressing and agree that this focused program of study will prove valuable to students with a variety of backgrounds. We are interested also in your future plans related to creative writing and in the new Master's degree program you are developing.

It has been a personal pleasure to work with you as you have been developing these courses and the Certificate program. Please be assured that The Graduate School looks forward to assisting you, after approval, in implementing related graduate policies.

Congratulations on a job well done!

c: Dr. C. Matteson ✓  
Dean A. Libro