

(2)

PROPOSAL SCC #00-01 205

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: Semper II 0601-571

SPONSOR(S): Dr Diane Perrod, Grad Program Advisor, MA in Writing

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)

Janice Rowan 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 Janice Rowan 10/19/00

COLLEGE CURRICULUM COMMITTEE

Date of open hearing (if necessary) _____ Approved Not Approved _____

Comments: with minor changes

Signature of College Chair/Date: [Signature]

UNIVERSITY CURRICULUM COMMITTEE

Date Received/Processed 4/4/01

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] 4/18/01

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: Seminar II
- b) Sponsor: Dr. Diane Penrod, College Writing Department, College of Communication, Graduate Program Adviser for the M.A. in Writing
- c) Credit Hours: 3 credit hours
- d) Course Level: 500-level graduate
- e) Curricular Effect: Required course for candidates in the Master of Arts in Writing.
- f) Prerequisites: Core I and II plus 15 s.h. course work and Seminar I
- 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:

Seminar II is the capstone course for the Master of Arts in Writing. In this class, students will come together for a final time to discuss how to prepare their thesis or project. Working with the Graduate Program Adviser, students will move from the approved prospectus developed in *Seminar I* and will select an academic thesis adviser to supervise their culminating activity to work in tandem with the Graduate Program Adviser. One of the important elements of this course is that each student will conference individually with the Graduate Program Adviser at least three times in the semester to review the student's progress toward finishing his or her thesis or project.

It is the belief of both departments sponsoring the M.A. in Writing that *Seminar II* should help students complete their thesis or project in a timely manner. At the completion of *Seminar II*, it is expected that students will have the first drafts of Chapters One through Three of their thesis or Installments One through Three of their project read by the Graduate Program Adviser and ready to complete the thesis or project with the assistance of the individual student's Academic Thesis Adviser.

3. Essence of the Course:

a) Objectives:

This proposed course presents two objectives:

- (i) To engage students in a long-term original research or creative work that models the type of writing they most often will pursue after receiving their degrees;
- (ii) To synthesize the previous course material in a single culminating activity that demonstrates the students' growth in writing.

b) Topical Outline:

The outcome of this course is for students to prepare their thesis or project and to present their finished work at a symposium attended by the faculty and students in the M.A. program.

Week-by-Week Overview of the Course^{* *}

Week 1: Refresher from Seminar I, Developing a Preliminary Timeline to finish Thesis/Project

Weeks 2-3: Writing the First Draft or First Installment of Thesis/Project. *First Draft or Installment due at the end of Week Three* Week one introduces topic; week two workshops a rough draft to provide directive feedback to the writer.

Week 4: Time Management and Independent Scholarship

Week 5: Selecting Academic Thesis Advisers *First Conference on Drafts or Installments*

Week 6: Learning the Appropriate Style and Conventions for Submitting a Completed Thesis/Project to the Rowan University Graduate School

Weeks 7-8: *Writing First Drafts of Chapter Two of Thesis or Second Installment of Project* Week one introduces topic; week two workshops a rough draft to provide directive feedback to the writer.

Week 9: Handling "Essential Delays" in the Writing Process *First Drafts of Chapter Two or Second Installment due.*

Week 10: Decisions and the Revision Process and Handling Writer's Block

Weeks 11-12: *Writing the First Drafts of Chapter Three of Thesis or Third Installment of Project* Week one introduces topic; week two workshops a rough draft to provide directive feedback to the writer.

Week 13: The Symposium format for Presenting Work to the Faculty and Students

Week 14: *First Drafts of Chapter Three or Third Installment due.*

Week 15: Individual Conferences with Each Student to Discuss Chapter Three or Third Installment of their Thesis or Project. A second timeline will be developed in this conference for students to complete their work and present their research to the faculty and students in the M.A. program.

* * 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.

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.

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 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:

a) **Consulted Departments:** College Writing, Journalism and Creative Writing, The Graduate School.

b) **Consultants and Consultant Statements:** Antionette Libro (Dean, College of Communication), Marion Rilling (Dean, The Graduate School), Janice Rowan (Chair, College Writing), David Lloyd (Chair, Journalism and Creative Writing)

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

5. Additional Supporting Information:

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

The Thesis Writer's Handbook

American Psychological Association Reference Manual, 4th edition (or most current edition)

Aldrich, P.G. *Adult Writers: Some Factors that Interfere with Effective Writing*. ERIC Document No. ED 209 675. 1979.

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

Berkenkotter, C. *Decisions and Revisions: The Planning Strategies of a Publishing Writer*. College Composition and Communication 34, (1983) 156-169.

Bloom, L.Z. *Doctoring and Mastering Graduate Writing*. Journal of English Teaching Techniques 11, (1981) 74-81.

Bloom, L.Z. *Why Graduate Students Can't Write: Implications of Research on Writing Anxiety*. Journal of Advanced Composition 2, (1981) 103-117.

Boice, R. *Increasing the Writing Productivity of "Blocked" Academicians*. Behavior Research and Therapy 20, (1982) 197-207.

Boice, R. *Contingency Management in Writing and the Appearance of Creative Ideas*. Behavior Research and Therapy 21, (1983) 537-43.

Boice, R. *Cognitive Components of Blocking*. Written Communication 2, (1985) 91-104.

Boice, R. *Strategies for Enhancing Scholarly Productivity*. In Writing and Publishing for Academic Authors, edited by Joseph Moxley and Todd Taylor. Second edition. Rowman & Littlefield, 1997.

Pear, J.J. *Self-control Techniques of Famous Novelists*. Journal of Applied Behavior Analysis 10, (1977) 515-525.

Rose, Mike., ed. When A Writer Can't Write. The Guilford Press, NY: 1985.

Rosenberg, M. *Releasing the Creative Imagination*. Journal of Creative Behavior 10, (1976) 203-209.

Williams, J. *Style: Ten Lessons in Clarity and Grace*. Fifth edition. Longman, 2000.

Journals that may also be used to supplement discussion:

Poets and Writers

Technical Communication Quarterly

Associated Writing Programs' Writers' Chronicle Editor & Publisher

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

Seminar II (0601.5XX.XX) Prerequisites Core I and II, Seminar I, plus 15 s.h.

Seminar II prepares students to complete the required thesis or project to receive the Master's degree in Writing. Students will develop their thesis or project from the prospectus created in *Seminar I*, select an Academic Thesis Adviser, and write the rough drafts of the first three installments of their thesis or project under the guidance of the Graduate Program Adviser. Students will then work with their Academic Thesis Adviser to revise and polish their thesis or project to present to the faculty and students in a symposium format.



Dean of The Graduate School

To: Dr. Diane Penrod
Graduate Program Advisor
M.A. in Writing

From: Dr. Marion Rilling *MR*
Dean, The Graduate School

Subject: Support for proposed new courses, Seminar I and Seminar II

Date: April 6, 2000

Thank you for sharing the new course proposals, Seminar I and Seminar II, that are the culminating course experiences for our new Master's in Writing program. I appreciated both the opportunity to review the proposals and to meet with you to exchange thoughts and suggestions.

In my opinion, these two courses will provide the necessary synthesis for our students, assisting them with the "professionalizing" of their work and the successful completion of the thesis requirement of the program. The consecutive and integrated nature of these courses suggest that they fit into the staffing pattern followed by other graduate programs, that is, Seminar I and II taught consecutively by the graduate program advisor. I note that there is a separate research course that will be taken by students prior to Seminar I, helping to provide a necessary background component.

I am pleased to see the focus on publishing in different areas of writing since your program provides these varied opportunities for graduate study. It is obvious that the approach in both courses is to support student achievement that will culminate an accepted master's thesis and a publishable writing product. I believe this to be a sound program capstone experience(s) and would like to indicate my support for these two courses.

Best personal regards.

MR/klh
c: Dr. A. Libro