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Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Summer 1992

Sponsor(s) 2. P. ... Dept.: ... Ext. ...

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change (Please name deletion or credit/catalog change)

Undergraduate Graduate Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>1/28/92</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Kevin Moran</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>Jan 28, 1992</u> Date</p> <p><u>David ...</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>91-92-63</u></p> <p>Proposal Received <u>GSC SENATE</u> Date</p> <p>FEB 23 1992</p> <p>RECEIVED</p> <p><u>Donna Hathaway</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>6/24/92</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>[Signature]</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed _____ Date

Comments: _____

Signature: Dean of School _____

Step 5 (SCC)

Open Hearing ... Date Approved by Senate Curriculum Committee 9/... Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate _____ Date Approved Not Approved

Notification to Executive Vice-President/Provost _____ Date [Signature] SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

Date

If no, reasons are as follows:

Approved Yes No

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Signature, Executive Vice-President/Provost

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

B7 Kelvey for DB
Signature Registrar

24 Aug 92
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)



GLASSBORO STATE COLLEGE

Communications Department Glassboro, New Jersey 08028-1773 (609) 863-7187

TO: Senate Curriculum Committee

FROM: Janice Poley and Mary Anne Palladino
Sponsors, Writing Workshop Curriculum Proposal

DATE: January 31, 1992

SUBJECT: Course Proposal for Summer Writing Workshop

Last spring the Senate Curriculum Committee approved the short-term course proposal for Writing Workshop, a summer writing experience for students prior to entering the college writing program in the fall. This course was offered in summer 1991 to 66 students in the EOF program. We propose that this course become a permanent summer offering.

Both students and faculty judged Writing Workshop a success. Attached are evaluations by faculty who taught in the summer program and comments from a booklet produced by participating students.

In tracking students, we have defined success as the ability to pass the next writing course in the Freshman Writing Sequence. Currently, the Sequence is Level A IPWS, Level B IPWS, College Composition I, and College Composition II. A student who moves on from Level A to Level B of IPWS, or a student who passes from Level A or B of IPWS to CC I is considered successful.

More than half (56%) of the students enrolled in Writing Workshop in the summer of 1991 passed the writing course they were placed in for the fall 1991 semester. (See Data Summary, p. 5 of the proposal.) This figure is remarkably high, considering that the summer students' Composition placement scores were uniformly low. In fact, 51 of the 66 (77%) had Composition scores of 165 and below. (Most students with Composition scores this low have great difficulty reaching or passing College Composition I.)

We believe this course met student needs and the objectives we established and therefore propose that Writing Workshop receive permanent course approval.

COURSE PROPOSAL

A. Course Proposal

1. Details

- a. **Course Title:** Writing Workshop
- b. **Sponsors:** Prof. Mary Anne Palladino, Coordinator of Freshman Writing, and Prof. Janice Poley, Coordinator of Developmental Writing
- c. **Credit Hours:** 3 credits (not counted toward graduation)
- d. **Course Level:** Freshman
- e. **Curricular Effect:** Elective
- f. **Prerequisites:** None
- g. **Suggested Time and Scale of Implementation:** Summer EOF Session
- h. **Adequacy of Present Staff, Resources, and Facilities:**
 - The program will require a lab instructor to teach the use of Macintosh hardware and software. Thomas Kloskey, the Writing Lab Director, will be available.
 - The program will also require for an assistant to help faculty in the lab.
 - The program will require 6 to 8 instructors for individual sections of Writing Workshop. Dr. Cromie, Communications chair, recruits faculty.
 - These College facilities are adequate for the program: Bozorth Writing Lab and classrooms, and Savitz Library holdings.
- i. **Short-term Evaluations:** Appended.

2. Rationale

Students in the Pre-Freshman Summer Institute need writing experience to prepare them for the writing courses they will enter in the fall. Improving Personal Writing Skills and College Composition I are not appropriate for this purpose. Writing Workshop provides a non-threatening, laboratory atmosphere and introduces skills which help students succeed in their college writing courses.

3. Essence of the Course

a. Objectives

General Objective:

To prepare EOF and MAP students for their fall semester writing courses.

Specific Objectives:

At the end of the course, students will be able to:

- Effectively use selected readings as source material for their writing
- Enter their writing into Macintosh word processors
- Edit their work using word processors
- Apply appropriate criteria to revise and edit their own work
- Apply appropriate criteria to review the work of their peers

b. Content

- Use of source material to develop writing
- Development of a restricted focus
- Use of specific support for a properly restricted focus
- Editing for clarity, coherence, style, and mechanics
- Use of MacWrite word processing software on the Apple Macintosh computer

c. Student Evaluation

Placement of students:

Students will be sectioned as follows according to Total Composition scores on the New Jersey College Basic Skills Placement Test:

Level A: 161 and below

Level B: 162–168

Level C: 169 and above

Although the course design is the same for students at all three levels, instructors will adapt their assignments and responses to the level of the specific sections they are teaching.

Students will be graded on a P/NC basis. Student writing will be reviewed by peers and evaluated by instructors. *There will be no post-testing for this course.*

d. Course Evaluation

We will track Writing Workshop students through completion of their freshman writing requirement to determine the need for improvements in the course.

4. Results of Consultations

a. No other departments have a similar course. There is no overlap with the summer reading course.

b. Consultants for the short-term course proposal:

Dr. Claude Damico, Director of Special Support Programs

Dr. Donald L. Davis, Interim Director of EOF

Prof. Midge Madden, Coordinator of Basic Skills Reading

Peg McFadden, Director of Testing, Basic Skills

Dr. Linda Ross, Acting Deputy Provost

Barbara Reader, Coordinator of Tutoring Services, Basic Skills

All of the consultants understand the need for the Writing Workshop and support the proposal made by members of the Communications Department.

c. See the attached written consultations in Appendix A.

d. If required, these consultants would be best to invite to an open hearing:
Peg McFadden, Director of Testing, Basic Skills, or her representative; and
Lizziel Sullivan, EOF Summer Program Director, 1991.

5. No additional information.

6. See attached catalog description.

Catalog Description

This summer session course prepares students for their fall semester writing courses. It focuses on expository writing, as well as on word processing, revising, and editing skills.

Data Summary

Success in Workshop = Success in writing course 91f

N = NC in level A or B, or F in CC I, 91f

Y = IP or P in level A or B, or D or better in CC I, 91f

N	29	(44%)
Y	<u>37</u>	(56%)
	66	total no. of students

N.B. A preliminary study of the Communications Department's Freshman Writing Database indicates that students with incoming Composition scores below 165 have less than a 40% chance of passing IPWS Level B.

51 students in the summer program (77%) have Comp scores below 165, and probably will have great difficulty reaching or passing CC I.

**Short-term Evaluations
Writing Workshop
Summer 1991**

Instructors' Comments

Roberta K. Zehner

Instructor, Writing Workshop, Summer 1991

I thought the EOF Summer Writing Workshop was a success because we changed our offering to the EOF summer students from a College Composition I course to a writing workshop. The thrust of the course, accordingly, was an emphasis on writing skills and actual in-class writing experience, instead of the attempted coverage of the substantial Comp I course material. As a result, the students left the course more confident and realistic about their ability to write and better informed about the level of writing expected in college.

Tom O'Grady, Jr.

Instructor, Writing Workshop, Summer 1991

Above all else, this year's summer program proved beyond a doubt that a credited Comp I course cannot and should not be attempted. The program does not allow the time nor does it extend any more consideration for the courses being taught than it does for the activities taking place during the five-to-six weeks allotted. This is not a judgment, just an assessment.

On the plus side the students seemed to have better skills overall. The class sizes (in my case 7 in one class, 8 in another) were a considerable improvement. The integration of computer instruction and use of the lab were also major improvements. The texts worked well, allowing enough room for individual instructors' preferences.

On the down side, the absence of students for the orientation days still ranks with the top ten sore spots. If it has to be done, then it should be an entire class absent at one time, not a few one day and a few the next. There seemed to be some confusion at the end of the program as to what the students' schedules were and where they were supposed to be. The result was the time I had anticipated with the students was not available.

Eileen Master

Instructor, Writing Workshop, Summer 1991

The Writing Workshop was a rewarding experience for both the teacher and the students. The students left the program feeling better about their word processing skills and their writing skills. The small groups (8-10) allowed for a tutorial atmosphere in the classroom while the non-threatening tone of the course helped promote a positive attitude toward writing. The Structured Study Sessions held daily from 6:15-8:00 p.m. and monitored by peer tutors provided a necessary link between class time and personal study time. Many students realized an improvement in their writing skills through a better understanding of the writing process.

Mary Lee Donahue

Instructor, Writing Workshop, Summer 1991

In summer '91, Writing Workshop was successfully introduced to the GSC Pre-Freshman Summer Institute as a short-term offering that prepares incoming students for college writing courses. The Writing Workshop curriculum has three components: Responding to Reading, Using the Library, and Developing Writing Skills. Three levels of Workshop meet the needs of three groups of students, placed by NJCBSPT scores: Level A, extremely low verbal scores; Level B, moderate verbal scores, but not passing; Level C, passing scores. Eight sections carried, 4 of A and 4 of B.

Procedure: Every student learned basic word processing, using the MacWrite program in the Bozorth Macintosh lab four hours per week for five weeks. Students read *Time* magazine, discussing, summarizing, and responding to assigned articles as well as to freely chosen ones. Textbook assignments and exercises stressed skill development at the appropriate levels. Library tours and assignments supplemented classroom work and enriched student writing. B sections used the library more frequently than A sections; A students (about one-half of whom were ESL, bilingual, or LD) spent more time on English grammar skills and vocabulary.

Evaluation: Students responded favorably to the stress-free workshop environment, arriving each day eager to learn, ready to talk about *Time*, and to write. They wrote enthusiastically and sincerely. They particularly liked assignments that allowed them to choose their own topics; by the fourth week, however, most were choosing challenging topics from an available list. Word processing allowed them to edit and revise easily. Most students made considerable progress, increasing skills and confidence.

Recommendations: 1. Continue to offer Writing Workshop in the Summer Institute.

2. Continue to teach word processing. Increase the number of computers and the amount of computer time. Provide for a full-time lab assistant. Note: A lab fee should be assessed to cover costs and replace equipment.

3. Select tutors who have completed the freshman year at GSC—no transfers, Summer Institute alumni preferred. Allow instructors to have a voice in the placement of tutors. Some tutors have difficulty working with certain levels of students.

4. Use a grammar handbook or workbook to supplement *Time*, especially for A levels. These students need a framework of basic grammar.

Students' Comments

Writing Workshop A

Duane Smith

Student, Summer 1991

Writing Workshop A sounds like a very boring subject, and taking a class on it sounds really boring. When I found out I had to take this class, the first thing that came to my mind was, "No Way!" As I got into this class, I started to realize, "Hey, this isn't that boring." As a matter of fact, I found this class pretty interesting.

First of all, students don't sit in a class all day doing the boring basics, even though that's what the class is all about.

We discussed a lot of current events in class. After we discuss them, the professor had us write our feelings in a journal, allowing each student to give their opinion on them. A lot of people came up with a lot of different conclusions to our discussion topics.

Not only did we discuss current events in this class, we got to work on computers.

After we wrote in our journals, we typed our entries into the computer. Each student is given a computer disc to save their work.

Then, after we typed our journal entries into the computer, we printed them out on a laser printer. At this time we looked at the sentence and paragraph structure, and all of that other boring stuff. But in Writing Workshop A, even that is fun.

Writing Workshop B

Jennifer Grogan

Student, Summer 1991

Writing Workshop B is a very valuable class, directed toward students needing instruction in essay writing. This class focuses on the proper procedure used in essay writing and grammar. Vocabulary and comprehension are also discussed and students gain valuable experience pertaining to the Macintosh computer.

The writing process takes many steps.

First, a period of brainstorming is necessary. The student writes anything that comes to mind while pondering a broad topic.

Next, these words can be grouped together to form a more narrow topic and supporting details. An outline, a list of information to be discussed, could be made before writing a rough essay.

The following step is to write a rough copy. The rough copy should be checked for grammatical, punctuational and spelling errors. It should also be clearly stated and organized. The final copy should then be typed and checked for typographical errors.

Grammar, vocabulary and comprehension are covered briefly in the writing workshop.

A paragraph, containing predefined vocabulary words, is presented and questions are asked to determine the students' level of comprehension.

Students work in the computer lab two of the five days of a class a week. During these classes, the students type essays written prior to that day. This gives students a chance to familiarize themselves with the "MacWrite" program on the Macintosh computers. This seems to be a very valuable skill for the future.

Writing Workshop B prepares students for their upcoming freshman year in a variety of areas. I feel it is a worthwhile course that brings students back to the basics of writing and strengthens their writing ability.

Appendix A
Letters from Consultants



February 4, 1992

To: Mary Ann Palladino
Coordinator Freshman Writing

From: Peg McFadden, Director
Testing/Basic Skills *PMF*

Re: Writing Workshop

The Writing Workshop course which was offered for the first time to EOF students in Summer '91 was excellent preparation for the level of writing in which they had been placed as determined by their score on the New Jersey College Basic Skills Placement Test (NJCBSPT).

Prior to '91, the instructors did not have sufficient time to adequately prepare the students for the next level; and, therefore, the majority of the students who were moved to a higher level had not developed the necessary skills to perform successfully.

The Writing Workshop gave the students the tools and resources that they needed to succeed in their writing courses.

I strongly recommend the adoption of this proposal to approve Writing Workshop as a regular course offering for the EOF summer program. Should you have any further questions, please call me.

PMF/mms

March 14, 1991

Short-Term Course Proposal Committee:

I have spoken with Mary Anne Palladino, David Cromie, and Janice Poley concerning the Communications Department proposal for a course entitled **Writing Workshop** (summer 1991). I support this proposal and feel that the course will meet the needs of summer EOF and MAP students.

Sincerely,

Dr. Claude Damico
Director, Special Support Programs

M E M O R A N D U M

TO: JANICE FOLEY
FROM: MIDGE MADDEN, READINGS COORDINATOR, BASIC SKILLS
RE: SUMMER EOF "WRITING WORKSHOP" COURSE
DATE: MARCH 14, 1991

I feel that the proposed "Writing Workshop" course for EOF students this summer, 1991, is an excellent course outline which will address an important area needed for a student to succeed in college courses. In the developmental reading courses, we require our students to hand in typed final projects. In this case, the proposed course, "Writing Workshop" will also assist students enrolled in the basic reading courses. Additionally, I have found that many EOF students are poor independent learners and thinkers. The ability to compose and edit on a computer, as well as peer editing, should improve their self-reliance and their confidence to work and think independently.



GLASSBORO STATE COLLEGE

Educational Opportunity Fund/Program

Minority Achievement Program Glassboro, New Jersey 08028-1701 (609) 863-5320

To: Janice Poley *[Signature]*
From: Dr. Donald L. Davis, Interim Director EOF/MAP
Re: Short Term Course "Writing Workshop"
Date: March 14, 1991

Ms. Mary Anne Palladino has discussed the details of the proposed short term course "Writing Workshop".

I agree with the concept of the course. The EOF students will be able to benefit from taking this course.

If you have any questions, please call me.

DD/by