

Glassboro State College Senate Curriculum Committee

Approval Form

0601.099 A
0601.100 B

Proposal Title: IMPROVING PERSONAL WRITING SKILLS (DEVELOPMENTAL WRITING)

Sponsor(s) JANICE POLEY Dept.: COMMUNICATIONS Ext. 7187

Check one: Course Specialization Concentration Minor Achievement Certificate

Certification Program Major Program Minor Change

DIVIDES IMPROVING PERI WRITING SKILL course INTO TWO 3 CR COURSES A & B

(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours CA

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>3/24/91</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><i>[Signature]</i> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>Mar. 25, 1991</u> Date</p> <p><i>[Signature]</i> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input type="checkbox"/> SCC# <u>25-91-07</u></p> <p>Proposal Received <u>4-1-91</u> Date</p> <p><i>[Signature]</i> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>4-1-91</u></p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><i>[Signature]</i> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean)

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 4-29-91
Date

[Signature]
Signature, Dean of School

Comments:

Step 5 (SCC)

Open Hearing 5/3/91
Date

Approved by Senate Curriculum Committee 5/3/91
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]
Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 6/12/91
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours 3 ea

Faculty load hours 3 ea

Equalized credit hours 3 ea

Official copy and approval sheet filed JUL-25 1991
Date

DIVIDES EXISTING 3 CREDIT IMPROVING PERSONAL WRITING SKILLS COURSE INTO TWO COURSES ENHANCER, LEVEL A + LEVEL B

Signature, Executive Vice-President/Provost

Registrar

Approved course description received 23 July 91
Date

Hegis Taxonomy and Course Number assigned 0601.100(B) 0601.099(A)

B. J. Kelsey
Signature, Registrar

23 July 91
Date

Notification forwarded:

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

Date: May 3, 1991

To: Dr. Donna Hathaway, Chair, Senate Curriculum Committee

From: Janice Poley, Coordinator of Developmental Writing

Subject: Minor Curricular Change in Improving Personal Writing Skills (Developmental Writing)

Attached is a proposal for minor curricular changes to Improving Personal Writing Skills.

cc: D. Cromie
D. Davis
M. Doskow
M. McFadden
M. Palladino

PROPOSAL FOR MINOR CURRICULAR CHANGE

Suggested Time of Implementation: Fall 1991

Course Title: Improving Personal Writing Skills

Credit Hours:

Currently: 3 credit hours total (Credits do not fulfill degree requirements).
Grades of P or NC.

This proposal changes for some students the number of credit hours awarded to developmental writing. It requests that there be two levels of IPWS. The lower level (A) of IPWS should be awarded 3 credits. After successfully completing level A, students would enter the upper level (B) and receive 3 credits. Successful completion of level B makes students eligible to enter College Composition I.

Please note that no developmental writing credits fulfill degree requirements.

1. Details:

a. Change Requested:

Currently, IPWS is a one-semester, three-credit course. There is only one level. We propose these changes:

- Two levels of IPWS—a lower-level, IPWS A, and a higher level, IPWS B at 3 credits each.
- Students will be placed in these levels according to Composition scores on the New Jersey College Basic Skills Placement Test.

Level A:	161 and below
Level B:	162–168
College Composition I:	169 and above

b. **Sponsor:** Communications Department and Writing Program Committees

2. Rationale:

a. Statement of Need:

The revision of IPWS refines the placement process for writing students. The goal is to place students in the writing course that most closely matches their abilities.

Presently, there is a great disparity in student ability in IPWS. There are students who are close to being able to handle College Composition I, and there are students whose deficiencies are such that they will need a great deal more remediation.

Over the last several years, instructors have requested a dual track. In fall 1990, we enrolled lower-level students in experimental sections with special curriculum and tutorial help. The instructors agreed that the experimental sections more successfully addressed students' needs.

In addition, data indicate that a number of IPWS students who pass the remedial course are still unable to pass CC I on their first attempt. With the new, higher cutoff for placement into CC I, the weakest students, who formerly placed in CC I immediately, will now be taking upper-level IPWS instead. We believe that the specialized instruction in level B will better prepare these students for success in the college-level writing course.

Writing Lab director Thomas Kloskey has collected four years of data (See attached CC I pass study table), which indicate that a student needs a Composition score of at least 169 to have about a 60% chance of passing Freshman Composition. Further study of data in the Writing Lab database seems to indicate that students who score below 160 points on the NJCBSPT have less than a 50% chance of passing single-track IPWS.

These statistics support the need for two levels of IPWS. Another significant factor is that in the spring 1991 semester, 63% of the students currently enrolled in single-track IPWS have Composition scores below 160 and thus have less than a 50% chance of passing the course.

There is another important reason for a dual track in IPWS: Since grades for developmental courses are not counted in the GPA, students will be able to work toward competency without undue penalty, which will help retention efforts.

b. Statement of Curricular Effect

This change calls for a redistribution of writing students and writing faculty. It will not result in a need for additional faculty or course sections. Current staff, resources, and facilities are adequate to implement the change.

Currently, students who do not pass either remedial or college-level writing on their first attempt may remain in that writing course two or more times. Under the new system, very weak students may start in level A of IPWS and move on to level B before entering College Composition I. *Under the old system, weak students might have taken single-track IPWS two or three times before moving on to CC I.*

The effect of the proposed change should be (a) that weak students who used to place in and fail College Composition I at the beginning of their college careers will now take upper-level IPWS first and have a much greater chance of passing College Composition the first time they take the course, and (b) students who used to fail IPWS several times will be given additional training in lower-level IPWS so that they will have a much greater chance of passing upper-level IPWS the first time they take the course.

If students perform very well in lower-level IPWS, instructors have the option of recommending that students take the upper-level test-out and try to place in College Composition I.

3. Results of Consultation

a. Consultants:

- Minna Doskow, Dean, Liberal Arts and Sciences
- Claude Damico, Director, Special Programs
- David Cromie, Chair, Communications
- Margaret McFadden, Coordinator, Developmental Testing
- Mary Anne Palladino, Director, Freshman Writing
- Don Davis, Coordinator, EOF
- Thomas Kloskey, Director, Writing Lab
- Remedial writing staff, including Marilyn Collins, Mary Lee Donahue, Isabel Gundaker, Eileen Master, Martha Bachman, Irene Schiller

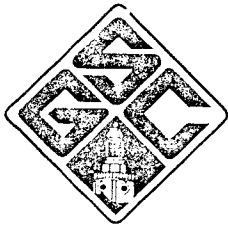
b. See attached letters.

CATALOGUE DESCRIPTION

0601.100 Improving Personal Writing Skills

This course is designed as a preliminary to College Composition I for those students who need help with basic writing skills. Students are placed into one of two levels of IPWS according to scores on the New Jersey College Basic Skills Placement test. Credits for IPWS are not applied toward graduation.

	Comp Scores	Total Students	Passing Students	Column 4
	189	2	2	100%
2	188	2	2	100%
3	187	7	6	86%
4	186	8	8	100%
5	185	15	15	100%
6	184	22	19	86%
7	183	29	27	93%
8	182	60	52	87%
9	181	45	41	91%
10	180	80	73	91%
11	179	103	90	87%
12	178	105	91	87%
13	177	135	116	86%
14	176	176	147	84%
15	175	170	138	81%
16	174	182	143	79%
17	173	229	177	77%
18	172	249	187	75%
19	171	228	159	70%
20	170	206	135	66%
21	169	194	111	57%
22	168	166	109	66%
23	167	134	78	58%
24	166	149	90	60%
25	165	99	56	57%
26	164	80	49	61%
27	163	79	46	58%
28	162	39	27	69%
29	161	60	29	48%
30	160	30	12	40%
31	159	16	4	25%
32	158	22	8	36%
33	157	39	8	21%
34	156	20	5	25%
35	155	23	4	17%
36	154	18	6	33%
37	153	11	2	18%
38	152	10	3	30%
39	151	16	2	12%
40	150	5	2	40%
41	149	1	0	0%
42	148	4	0	0%
43	147	5	1	20%
44	146	4	1	25%
45	145	0	0	NAN(004)%
46	144	5	0	0%
47	143	3	0	0%
48	142	0	0	NAN(004)%
49	141	2	0	0%
50	140	1	1	100%
51	139	0	0	NAN(004)%
52	138	2	1	50%
53	137	2	1	50%
54	136	0	0	NAN(004)%
55	135	2	1	50%



GLASSBORO STATE COLLEGE

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

**TO: Dr. Donna Hathaway, Chairperson
Senate Curriculum Committee**

**FROM: Dave Cromie, Chairperson
Communications Department**

DATE: March 27, 1991

**SUBJECT: Dual-level Improving Personal Writing Skills
(Proposal by Janice Poley)**

The recent "Proposal for Minor Curriculum Change" submitted by Janice Poley of the Communications Department has my full support.

The proposal is consistent with data gathered over more than a decade of concerned discussion regarding the huge range of abilities among students at the beginning of IPWS and when they move into College Composition I. The proposed dual-level course will help immensely in bringing all students to a similar level of competency prior to admission to College Composition I.

The proposal is logical, well thought-out and especially well presented in a clear and lucid manner which focuses on the nature of the problem and the rationale used to develop a workable solution.

For the past four or five years, many of our best writing teachers have been frustrated by the overwhelming diversity among the IPWS students. What Janice Poley proposes is workable and long overdue. I support it wholeheartedly.



GLASSBORO STATE COLLEGE

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

To: Janice Poley

From: Mary Anne Palladino

Subject: Revision to IPWS course

Date: March 28, 1991

The proposal to modify the Improving Personal Writing Skills course addresses a need which the writing faculty have recognized for some time. Our instructors believe students should be given every opportunity for success in their writing courses. The proposal to place students in two levels of IPWS increases their chances of success in IPWS and later in College Composition I.

I wholeheartedly support this proposal.



GLASSBORO STATE COLLEGE

TESTING/BASIC SKILLS

Glassboro, New Jersey 08028-1792 (609) 863-5273

April 4, 1991

To: Janice Isley, Coordinator
Developmental Writing

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

Re: Proposal for Two-Level IWS Course

As Director of the Testing/Basic Skills Office, I have been aware of the wide disparity of abilities in the various skill areas. Over the years, the reading, computation and algebra components have added courses which has resulted in two levels of instruction to address these concerns. There is a distinct difference between the students identified for the lower level course and those identified for the higher level. The former need extensive work at the basic level; the latter need a refresher in a few of the skill areas.

This proposal to create two levels of Improving Personal Writing Skills has been needed for a long time and will better address the individual needs of the students. This mode of instruction should prepare the students to perform successfully in the college-level writing course.

I strongly recommend the adoption of this proposal to create two levels of Improving Personal Writing Skills. Should you have any further questions, I would be pleased to answer them.

PME/nms

cc: Claude Damico
Donna Hathaway



GLASSBORO STATE COLLEGE

Dean of Liberal Arts & Sciences

Glassboro, New Jersey 08028-1772 (609) 863-5342

April 2, 1991

Donna Hathaway, Chair
Senate Curriculum Committee
Glassboro State College
Glassboro, New Jersey 08028

Dear Dr. Hathaway,

I would like to support the proposal to institute two levels of Improving Personal Writing Skills. The proposed change would enable professors to offer more focussed instruction to students based on their level of performance on the Basic Skills Test. Students scoring lower would be given additional training in the lower level course so that they will have a better chance of passing the higher level course when they come to it. In addition, students scoring higher initially would be able to proceed at a more advanced rate since all their classmates would be at approximately the same level.

The objective of the proposal is to increase success in achieving writing skills and I strongly support that objective.

Sincerely yours,

Minna Doskow
Dean

c. Janice Poley