

# CURRICULUM PROPOSAL FORM

(R)

**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:** Issues in Composition

**SPONSOR/S:** Drs. Diane Penrod, Sanford Tweedie, Martin Itzkowitz, Judith Lancioni, Frances Johnson

**DEPARTMENT:** College Writing

666.549

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

*See attached for signatures*

**DEPARTMENT**  
(SIGNATURE INDICATES APPROVAL)

\_\_\_\_\_

**DEPT. CURRICULUM CHAIR / DATE**                      **DEPT. CHAIRPERSON / DATE**

**COLLEGE CURRICULUM COMMITTEE**  
DATE OF OPEN HEARING (if necessary) \_\_\_\_\_

APPROVED  
 NOT APPROVED

COMMENTS:

\_\_\_\_\_

**SIGNATURE**                      **DATE**

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

APPROVED  
 NOT APPROVED

COMMENTS:

\_\_\_\_\_

**SIGNATURE (Academic Dean)**                      **DATE**

\_\_\_\_\_

**SIGNATURE (Graduate Dean)**                      **DATE**

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

**PROPOSAL TITLE:**  
*Issues in Composition*

**CHECK APPROPRIATE:**  UNDERGRADUATE  GRADUATE  3 SEMESTER HOURS

**SPONSOR(S):** *DRS. Diane Perrod, Sanford Tweedie, Martin Itzkowitz, Judith Lancioni, Frances Johnson*

**DEPARTMENT/TELEPHONE #** *College Writing X 4330*

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

<p><b>Step #1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved (Date) <i>2/18/98</i></p> <p><input type="checkbox"/> Not Approved (Date)</p> <p>_____ Dept. Curriculum Chr.</p> <p>_____ Reviewed (Date)</p> <p><i>Janice Rowan</i> Dept. Chr.</p>	<p><b>Step #2 (Receipt)</b></p> <p>SCC# <i>97-98-241</i></p> <p><i>2-18-98</i> Date Received Senate</p> <p>_____ Senate Curriculum Chr.</p>	<p><b>Step #3 (School)</b></p> <p>Reviewed Date: <i>4/14/98</i></p> <p><input checked="" type="checkbox"/> Recommend to Approved  <input type="checkbox"/> Recommend NOT to Approve</p> <p>Forward for Open Hearing:  <input checked="" type="checkbox"/> WITHOUT Reservations  <input type="checkbox"/> WITH Reservations:</p> <p>Comments: <i>Delete second sentence under curriculum effect</i></p> <p><i>W. J. ...</i> School Committee Chr.</p>
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**Step #4 (Academic Dean):**  Recommended  NOT Recommended  Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date: *Whelan 4/20/98*

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: \_\_\_\_\_ Approved by Curriculum Committee Date \_\_\_\_\_

Returned to Sponsor(s) for the following reason:

**Step #6 (Senate)** Date announced/voted on at Senate \_\_\_\_\_ If voted on:  Approved  NOT Approved

Date forwarded to Executive Vice President/Provost \_\_\_\_\_

Senate Curriculum Committee chair Signature/Date: \_\_\_\_\_

## Course Proposal

### 1. Details:

- a) Course Title: Issues in Composition
- b) Sponsor: Drs. Diane Penrod, Martin Itzkowitz, Frances Johnson,  
Judith Lancioni, Sanford Tweedie  
College Writing Department, College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 500-level graduate *6601.541*
- e) Curricular Effect: Required course for composition track in proposed  
Masters of Arts in Writing. Recommended course for  
students pursuing the undergraduate coordinate major  
Communication-Liberal Arts with senior standing or post-  
baccalaureate standing.  
Open to students throughout the University.
- f) Prerequisites: Permission of instructor
- g) Suggested Time/  
Scale of Implementation: Spring 1999  
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:

The proposed course is part of the Masters of Art currently under development by the College Writing and Professional Writing Departments in the College of Communication. The course can also be offered as an elective for students enrolled in graduate programs across campus. We also feel senior-level undergraduates pursuing the coordinate major in Communication-Liberal Arts should be allowed to take this course under the "Senior Privilege" guidelines (senior-level status and a 3.0 GPA) to be exposed to the current theories and discussions in composition studies.

As the dynamics of the composition classroom have evolved dramatically over the last 30 years, those who are presently or who are considering teaching writing must be familiar with the nature of composition/rhetoric's evolution to work effectively with students. *Issues in Composition* examines the dominant theories, texts, and ways of knowing that are fundamental to the discipline of composition/rhetoric.

The topics covered in this course span a range of issues related to current and historical perspectives on the composing process. By learning the issues and the practices related to the writing experience, Rowan students can establish a stronger understanding of how to determine and implement appropriate and effective genres for the classroom. Our students then have an advantage over their peers in their careers, as Rowan students will be able to demonstrate to local

school districts, workshops, or regional conferences their knowledge of how to present various writing methods and applications to meet the growing demands for writing competency.

The course, while it is designed primarily for future Writing graduate students, may also be beneficial for other Rowan majors. The sponsors note that other graduate students in the Colleges of Communication, Education, and Liberal Arts may find this course useful. In addition, students who are either in post-baccalaureate English education or in their senior year of the English or Communication-Liberal Arts coordinate major should consider taking this course to develop a critical information mass to read the various professional journals in the area of composition/rhetoric.

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

#### **a) Objectives:**

This proposed course presents a number of objectives:

- (i) To expose students to the current and historical issues and practices of writing and rhetoric.
- (ii) To provide students with an expanded framework of writing as a problem solving skill that employs certain theoretical and practical models to disseminate information to an audience.
- (iii) To assist students in developing applications and revision strategies for the theoretical models discussed in class.
- (iv) To introduce students to various avenues for research and teaching in composition and rhetorical studies.
- (v) To explore with students the various roles of the writing teacher as model, mentor, coach, arbiter, facilitator, and collaborator.
- (vi) To introduce students to various writing assessment options.
- (vii) To discuss with students how contemporary writing theory works to transform negative attitudes and resistance toward writing.
- (viii) To introduce to students that the relationship between composition theory and practice is symbiotic, and this symbiosis has a direct effect on one's own concepts of what "good" writing is, how it is taught, why it is taught, and how — or by whom — it is evaluated.

#### **b) Topical Outline:**

The topical outline and content of the course will include:

## Project

Students can choose from the following:\*

Development of a model to use in future classroom experience  
Multimedia presentation for dissemination as an in-service workshop  
In-depth research as a case study or ethnography  
Full-length paper of publishable quality for journal submission

## Week-by-Week Overview of the Course\* \*

### **Week 1: Introduction/Overview of Course and Course Requirements**

Includes a brief introduction to the history of composition in America

### **Weeks 2-4: Empowering Students to Develop Their Own Style, Voice, and Persona in Classroom Writing**

Week 2: Style

Week 3: Voice

Week 4: Persona

### **Week 5: The Advantages and Disadvantages of Personal Experience Writing**

### **Week 6: Determining and Implementing Appropriate and Effective Genres for the Writing Classroom**

### **Week 7: Combatting Students' Negative Attitudes, Resistance toward Writing, and Writer's Block**

### **Week 8: Introduction to Assessment Options in the Writing Classroom**

Timed essays

Diederich scoring

Impromptu writing

Holistic scoring

Primary trait analysis

Portfolio/webfolio

### **Week 9: The Effect of Race, Class, Gender on the Writing Classroom**

### **Week 10: The "Special Needs" Student in the Writing Classroom**

Second Language students

Basic Skills development

Physical challenges to writing (visual impairment, physical disability, hearing impairment, etc.)

### **Week 11: The Roles of the Writing Teacher (model, mentor, coach, arbiter, facilitator, collaborator)**

### **Week 12: The Effect of Media and Electronic Communication on Written Literacy**

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\* The option for students to choose their own semester length project is to tailor learning to meet individual students' needs. To monitor and guide students' progress, instructors will individually contract the semester-long project. The contracts stipulate the length, type of project, and criteria needed to achieve a particular letter grade.

\* \* 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.

### **Weeks 13-14: Avenues for Research in Composition**

Clinical	Philosophical	Social Construction
Practitioner-based	Ethnography	Historical
Critical	Formalist	Classical Rhetoric

#### **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. The assignments can include projects, response papers, examinations, seminar presentations and/or tests and quizzes.

#### **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 or not 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:** See attached.

**a) Consulted Departments:** College Writing, Professional Writing, English, Elementary Education, Secondary Education, The Graduate School, The Communication Institute.

**b) Consultants and Consultant Statements:** Carl Calliari (Chair, Elementary Education), David Kapel (Dean, College of Education; gave approval by phone call), Antionette Libro (Dean, College of Communication), Marion Rilling (Dean, The Graduate School), Janice Rowan (Chair, College Writing), Mary Ann Palladino (Co-Coordinator of Writing, The Communication Institute).

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

#### **5. Additional Supporting Information:**

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

Bizzell, Patricia and Bruce Herzberg, Eds. The Rhetorical Tradition: Readings from Classical Times to the Present. Boston: Bedford, 1990.

Bishop, Wendy and Hans Ostrom, Eds. Genre and Writing: Issues, Arguments, Alternatives. Portsmouth: Heinemann, Boynton/Cook, 1997.

Clifford, John and John Schilb, Eds. Writing Theory and Critical Theory. New York: MLA, 1995.

Dunn, Patricia A. Learning Re-Abled: The Learning Disability Controversy and Composition Students. Portsmouth: Heinemann-Boynton/Cook, 1995.

Faigley, Lester. Fragments of Rationality: Postmodernity and the Subject of Composition. Pittsburgh: UP Press, 1992.

Foss, Foss, and Trap. Contemporary Perspectives on Rhetoric 2E. Waveland Press, 1991.

Gere, Anne Ruggles, Ed. Into the Field: Sites of Composition Studies. New York: MLA, 1993.

Harkin, Patricia and John Schilb, Eds. Contending With Words: Composition and Rhetoric in a Postmodern Age. New York: MLA, 1991.

Harris, Joseph. A Teaching Subject: Composition Since 1966. Upper Saddle River, NJ: Prentice Hall, 1997.

Knoblauch, C.H. and Lil Brannon, Eds. Rhetorical Traditions and the Teaching of Writing. Portsmouth: Heinemann- Boynton/Cook: 1984.

Lindemann, Erika. A Rhetoric for Writing Teachers 3E. New York: Oxford, 1995.

Ponsot, Marie and Rosemary Deen. Beat Not the Poor Desk— Writing: What to Teach, How to Teach It, and Why. Portsmouth: Heinemann-Boynton/Cook, 1982.

Schilb, John. Between the Lines: Relating Composition Theory and Literary Theory. Portsmouth: Heinemann-Boynton/Cook, 1997.

Spellmeyer, Kurt. Common Ground: Dialogue, Understanding, and the Teaching of Composition. Upper Saddle River, NJ: Prentice Hall, 1993.

Tate, Gary, Edward P.J. Corbett, and Nancy Myers. The Writing Teacher's Sourcebook 3E. New York: Oxford, 1995.

Villanueva, Victor, Ed. Cross-Talk in Comp Theory: A Reader. Urbana, IL: NCTE, 1997.

Wiley, Mark, Barbara Gleason, and Louise Wetherbee Phelps. Composition in Four Keys: Inquiring into the Field. Mountain View, CA: Mayfield, 1996.

*Plus, the following journals could provide articles that may be used in the course:*

College English

Pre/Text

College Composition and Communication

Journal of Basic Writing

Journal of Advanced Composition

Profession

English Journal

Rhetoric Review

The Writing Instructor

Teaching English in the Two-Year College

Journal of Developmental Education

*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**

**Issues in Composition (1501.112. )**

*Issues in Composition* examines the dominant theories, texts, and ways of knowing that are fundamental to the discipline of composition/rhetoric. Topics include current and historical perspectives on the composing process, the formation and functions of discourse communities, writing as a social process, and methods of assessment. The course will demonstrate various avenues for research and teaching in composition and rhetorical studies, will provide students with knowledge necessary to construct a theoretical model for the everyday teaching of writing, and will assist students in applying and refining that model.



*Dean of The Graduate School*

December 2, 1997

To: Dr. Diane Penrod and other course sponsors from The College of  
Communication

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

Subject: Support for two new courses:  
**Writing for Electronic Communities**  
**Issues in Composition**

Thank you for sharing the course proposals for the two new graduate courses named above. I appreciate the opportunity to review these proposals and discuss them with you. Though they may have different roles to play in different graduate programs, both of these new courses provide expanded opportunities for the study of writing for our graduate students. They are welcome additions, in my opinion, to our offerings in this field.

I know that you are currently working on a new Master's degree program in Writing and that it is intended that these two courses become part of that program. However, you indicate as well the current need and value of these courses for other graduate degree programs and as an option(s) for seniors in selected majors.

You have presented a clear rationale for each of the courses, a complete set of objectives with an appropriate topical outline designed to accomplish the objectives, and a review of related scholarly readings. Your proposals exemplify the hard work and subject-matter expertise needed for new course and new program development. I am pleased to indicate my support for these proposed courses and hope we can offer them soon as new graduate study opportunities at Rowan in the field of Writing.

Best personal regards.

c: Dean Toni Libro ✓



*Department of Curriculum and Instruction:  
Elementary/Early Childhood Education*

November 20, 1997

Dr. Diane Penrod  
College Writing Department  
College of Communications  
Bozarth Hall

Dear Dr. Penrod:

This letter is in support of the proposed course *Issues in Composition* taught in the College Writing Department.

Any course which assists students in refining their writing skills, especially for classroom teachers is a welcomed addition to our offerings.

I would assume that many Elementary Education undergraduates with a co-ordinate major in communications - Liberal Arts would benefit from such an offering especially at the senior level. In order to expose many seniors to this course it would have to be offered both Spring and Fall semesters to accommodate our December as well as May graduates.

In addition, our graduate program and certification program students could also opt to take this sorely needed course to enhance their communications skills in a profession where the ability to communicate is not a convenience but a necessity.

Sincerely,

Carl L. Calliari, Ed. D.  
Chairperson  
Elementary/Early Childhood Ed. Dept.



To: Curriculum Committees  
Diane Penrod

From: Mary Anne Palladino, Director of Writing Center  
Communication Institute

Date: November 25, 1997

Subject: Course Proposal: Issues in Composition

A goal of the Writing Center of the Communication Institute is to serve both the business and educational communities with workshops and courses on writing. I therefore read with great interest the proposal from the College Writing Department for the course "Issues in Composition." The design and content of the course more than meet the Center's desire for a course that we may offer to educational clients. We would hope to use this course to help educators better understand contemporary rhetorical theory so that they may better help students with their writing.

I wholeheartedly endorse this proposal and urge you to give it a favorable recommendation.