

CURRICULUM PROPOSAL FORM

99-00-221 (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

6608

PROPOSAL TITLE: Master's Degree in Writing 000

SPONSOR/S: Janice Rowan, Diane Perrod, Carl Hausman

DEPARTMENT: College Writing & Professional Writing

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

COLLEGE: _____
 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 _____ Bank	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To _____ Bank	<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"/> Literature Designation	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Course is NOT General Education
<input checked="" 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

Munt Spink 4/22/99

COLLEGE CURRICULUM COMMITTEE
DATE OF OPEN HEARING (if necessary) _____

APPROVED
 NOT APPROVED

COMMENTS:

Martin Itzkowitz 4/22/99
 SIGNATURE DATE

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

APPROVED
 NOT APPROVED

COMMENTS:

Olivero 4/22/99
 SIGNATURE (Academic Dean) DATE

 SIGNATURE (Graduate Dean) DATE

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 5/7/99

APPROVED

NOT APPROVED

COMMENTS:

Academic Review
SIGNATURE

6/11/99
DATE

SENATE

Date announced at Senate _____

Voted upon at Senate: 5/11/99

Approved

Not Approved

Date: _____

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

AA/ch committee APPROVAL 8/24/99

STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST *C. H. [Signature]*

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR *Robert A. [Signature]* 7/24/99

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

CORE COURSES IN THE M.A. FOR WRITING

Core I: Theories and Techniques of Writing.

In addition to introducing students to the philosophical underpinnings of the M.A. in Writing and its two concentrations, Core I offers an in-depth examination of theories of composing. This course examines the interdisciplinary nature of writing through inquiry into rhetorical elements common to all writers—for example, genre, tone, audience, point of view, style, and voice. It also considers basic principles and techniques of writing, including narration, dialogue, exposition, and style. Students will examine many genres of writing and compare and contrast the applications of techniques to the differing genres. Students engage in various exercises to sharpen their use of these techniques and will produce several papers.

Core II: Research Methods for Writers.

Core II surveys qualitative research methods writers use. This class examines techniques of library and on-line research, as well as interviewing and case studies to develop a learner's ability to weigh and assess the reliability and relevance of information. The computer is used extensively as a research tool. Students will learn how to identify and present problems in writing using different perspectives and learn how these research styles guide a writer's interpretation of information. Students leave the course able to develop their own descriptive research projects in Composition and Rhetoric and Creative and Journalistic Writing.

SPECIALIZATION COURSES

1. Students specializing in *Composition and Rhetoric* will choose four courses from among the following:

- Writing for Electronic Communities
- Issues in Composition
- Contemporary Rhetoric
- Assessment of Writing
- Special Topics in Composition and Rhetoric

All students will participate in the Capstone Seminar course, in which they work on their thesis, applied, or creative writing project.

2. Students specializing in *Creative and Journalistic Writing* will choose four courses from among the following:

- Fiction Workshop
- Nonfiction Workshop
- Poetry Workshop
- Feature Writing
- Writing for Broadcast
- Special Topics in Creative and Journalistic Writing

Students will be encouraged to take workshops that relate to their interest and focus, as well as two other courses from the list above. In this way, students will build a broad base of coursework that will enable them to pursue the project of their choice.

COURSE DESCRIPTIONS: COMPOSITION AND RHETORIC

Issues in Composition

Examines the dominant theories, texts, and ways of knowing fundamental to composition and rhetoric. Topics include current and historical perspectives on the composing process, the formation and functions of discourse communities, and writing as a social process. 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 day-to-day teaching of writing, and will assist students in applying and refining that model. (3 s.h.)

Writing for Electronic Communities

Presents the rhetorical, social, and practical dimensions of writing in electronic (cyber) contexts. Students focus both on the roles an individual creates and maintains when writing for different cybermedia formats and the conventions, concerns, and grammars that exist in discrete electronic systems like the World Wide Web, listservs, distribution lists, Intranets, e-mail, and hypertext. Seminar presentations and a semester-long project in a concentrated area of writing for a particular electronic community demonstrate students' ability to communicate on-line with "zines," hypertext, web pages, journals, etc. (3 s.h.)

Contemporary Rhetoric

Introduces students to rhetorical theory, classical through modern. Against a backdrop of Sophistic, Greek, and Roman rhetorics and their contemporary applications, students will consider major contemporary rhetorical theories by I. A. Richards, Kenneth Burke, James Kinneavy, and others. In addition to responses to these theoretical works, students will produce a rhetorical analysis of a text or texts from their own area of interest, investigating how the application of rhetorical strategies produces particular outcomes with particular audiences. (3 s.h.)

Assessing Writing

Examines the dominant methods, issues, and concerns central to the discussion and evaluation of written work. Topics include current and historical perspectives on writing assessment, use of various assessment models, political and legal issues connected to assessment, and the validity and reliability of assessment models. The course will introduce students to models used in the field of composition, will explore the effectiveness of teacher comments on student papers, will provide students with a range of assessment models for the teaching of writing, and will assist students in applying and refining those models to new developments in computer-assisted writing. (3 s.h.)

Special Topics

This is upper-level course dealing with current issues in Composition and Rhetoric, allowing students to seek areas of their greatest interest in considerable depth, and to produce a work of criticism, theory, or scholarship while developing voice and style. (3 s.h.)

COURSE DESCRIPTIONS: CREATIVE AND JOURNALISTIC WRITING

Fiction Workshop

Provides an in-depth examination of fiction genres—the short short story, the short story, and the novella. Lectures cover the requirements for the varying genres and their appropriate markets. Students read selections in various genres, write works within those genres, and engage in discussion and critique of their own and other students' work. Workshops stress character development, plotting, dialogue and voice. Exercises include emphasis on invention and revision techniques. Students complete a substantial short story or book section. (3 s.h.)

Nonfiction Workshop

Provides an in-depth examination of nonfiction genres, including creative nonfiction, immersion journalism, and social commentary and analysis. Lectures cover the methods, techniques, and ethics of nonfiction. Various nonfiction markets and market requirements are discussed. Students read model selections in various nonfiction genres and experiment with writing their own similar selections, which are discussed and critiqued. Narrative and expository techniques are stressed. Students may complete a substantial article or book section in their chosen nonfiction genre. (3 s.h.)

Poetry Workshop

Provides intensive examination and practice of poetic techniques and genres. Students will explore such topics as imagery, form, meter, blank verse, free verse, and traditional types, such as ballads, sonnets, and haiku. Theoretical considerations will focus on the concept of poetry as craft by examining the relationship between individual creativity and the poetic tradition. The workshop method will be employed as students critique poems by their peers and revise their manuscripts. (3 s.h.)

Writing for Broadcast

Teaches students to write scripts and script segments for radio, TV, and documentary films. Exercises include use of narrative, writing for audio and video, dialogue, and structure. The goals of this class are to expose students to techniques common in all news and documentary writing and to integrate the use of camera and microphone with the written word. (3 s.h.)

Writing the Feature Article

Trains students to identify a topic and prospective publishers for a feature article and to write a major feature article during the first half of the semester; the second half of the semester is devoted to critique and revision. Lectures and discussion focus on the differing

market requirements for features and the methods of structuring them. At the conclusion of the semester, students submit their work to a major publication. (3 s.h.)

Special Topics in Creative or Journalistic Writing

These are upper-level courses that allow the student to pursue the genre of choice, building on previous coursework, and developing a manuscript in depth in poetry, nonfiction prose, or an informative series of articles. The class will deal with current issues in writing and make use of the computer to access additional creative and journalistic voices, as well as to add their own voices on the web. (3 s.h.)

ADMISSION TO THE M.A. IN WRITING PROGRAM

Candidates must meet the following requirements to be considered for admission:

1. Hold a bachelor's degree from an accredited institution with an undergraduate GPA of at least 3.0. All undergraduate majors are acceptable. However, candidates must demonstrate aptitude for writing and interest in the field.
2. Submit results of either the Graduate Record Examination or Miller's Analogies test, as required by the Rowan University Graduate School.
3. Submit two letters of recommendation, at least one of which attests to the candidate's achievement in or aptitude for writing.
4. Submit a portfolio of writing to be considered for the M.A. in Writing program. Composition and Rhetoric track students may submit two nonfiction prose writing samples of between five and ten pages. Candidates who plan to concentrate on poetry or fiction should submit a manuscript of poetry or fiction not to exceed twelve pages.

EVALUATION CRITERIA

Degree Requirements

1. Candidates must complete thirty (30) credit hours:
 - Six (6) credit hours in core courses (Core I and Core II)
 - Twelve (12) credit hours in one of two concentrations (Journalistic and Creative Writing or Composition and Rhetoric), and
 - Six (6) credit hours of electives
2. Upon completion of their coursework, candidates must have a GPA of at least 3.0 with no more than six (6) credits of C.
3. Candidates must submit a culminating project for faculty approval and peer review.

Mid-Degree Assessment

Students who have completed fifteen (15) credit hours, including six (6) credit hours of core, with a 3.0 GPA and no more than three (3) credit hours of C will be permitted to proceed. Students not achieving this standard will be counselled to reconsider their graduate education goals and will not be permitted to continue in the program.

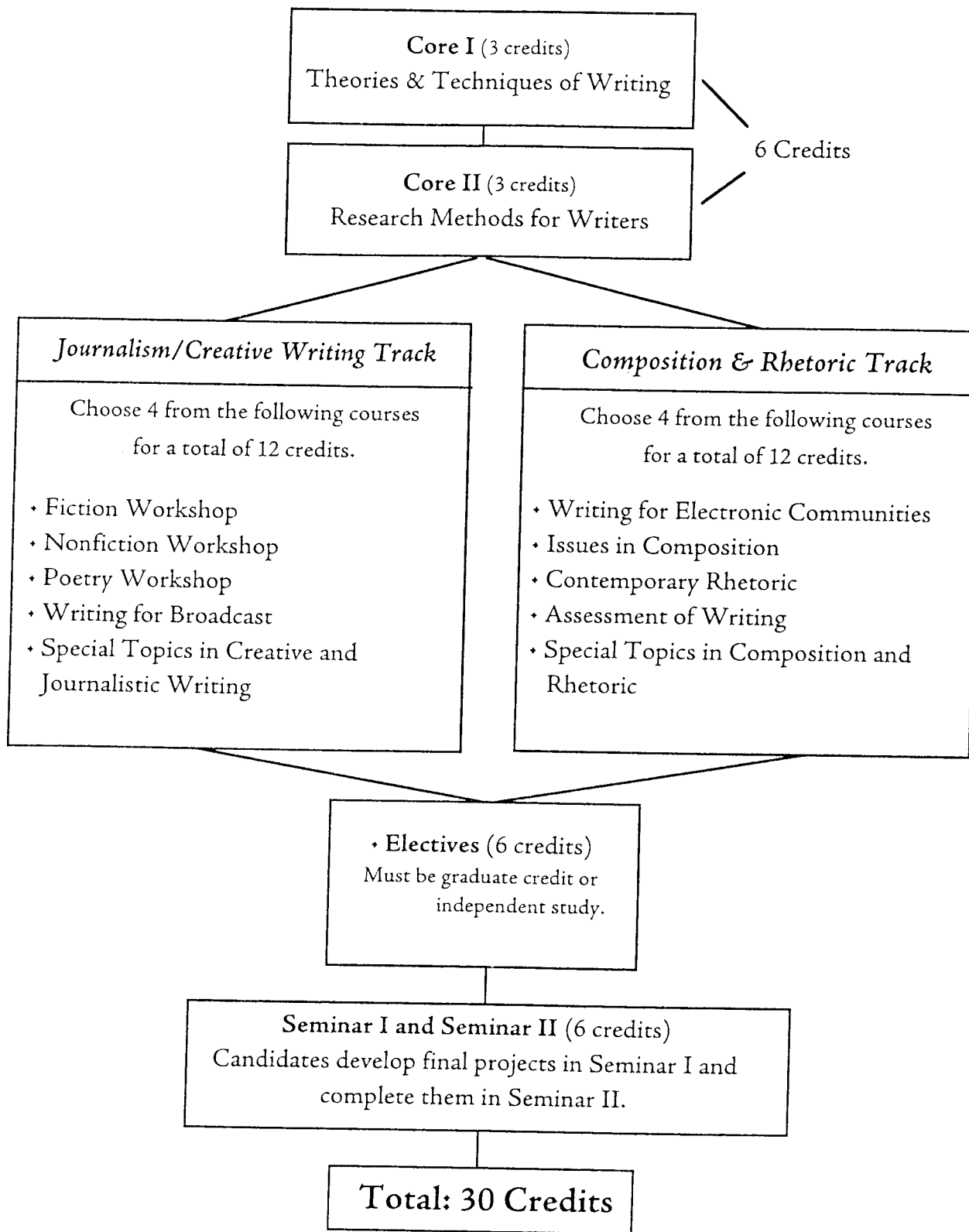
Students not achieving at least a 3.0 GPA or whose Portfolio is deficient will be counselled to reconsider their graduate education goals and will not be permitted to continue in the program.

SEMINAR FOR THE CULMINATING PROJECT

All master's candidates are required to submit a final project, chosen with the advice and approval of individual faculty advisers and designed to synthesize knowledge and experience gained through previous coursework.

- In the Composition and Rhetoric area, with the advice and approval of their advisers, students may choose either an applied writing project, which may range in form from a portfolio of papers to a single document, or a traditional research thesis on a scholarly topic. Students enroll in small seminar groups to share and discuss their work. After faculty approval of the writing project, students will offer an oral presentation of their study, with their peers participating in the open forum to follow. (6 s.h.)
- In the Creative and Journalistic Writing area, students will work on individually planned projects which may include collections of articles, poems, short fiction, technical writing portfolios, mixed genres portfolios, nonfiction books, and novels. Students must prepare a framework or context in which to situate their projects. Students enroll in a scheduled seminar to discuss and critique works in progress, sharing techniques, problems, and solutions. The project is completed under the joint guidance of the student's faculty adviser and the project seminar instructor. (6 s.h.)

The Master of Arts in Writing



CERTIFICATE OF GRADUATE STUDY PROGRAM (COGS)

Students who do not wish to obtain an M.A. in Writing may opt for a certificate-bearing program with a focus on Writing. The College of Communication will offer a Certificate of Graduate Study (COGS) that consists of a mandated core of three (3) graduate courses totalling nine (9) semester hours.

Candidates for the COGS in Writing must meet the following requirements (GREs are *not* required for admission):

1. Meet Rowan University requirements for non-matriculated graduate study.
2. Enroll in the designated course in order to be admitted to the certificate program.
3. Thereafter, complete the two (2) additional mandated courses.
4. Apply for the certificate in consultation with and approval of a program advisor.

Articulation and Application of COGS Credits to the M.A.

1. COGS courses may be applied to the M.A. if they are M.A. requirements or otherwise acceptable for fulfilling requirements for the degree. For example, in a possible Corporate Writing COGS, Contemporary Business Communication and Writing for Electronic Communities could be applied to the M.A. in Writing degree, but a business or marketing course could not.
2. Students completing nine (9) credit hours that may be applied to the Master's degree must apply for degree candidacy and, on acceptance, must complete Core I and Core II before enrolling in other courses. (All Master's candidates must complete the core within their first fifteen hours.)