Dear All Colleagues Proposing General Studies Courses,

Below is a sample of completed General Studies course proposal materials. When you propose a General Studies course, the following documents should be completed and submitted, in the order presented here, to the Dean of the School of General Studies one month prior to the scheduled Course Review Committee meeting (except proposals ready for the September, 2010 Course Review Committee meetings – those proposals should be sent to the appropriate Convenors). The content of your new course will reflect the nature of the disciplines you draw on and your pedagogical focus. However, the overall presentation of your proposal materials should look like the sample below.

Please note: the Dean of the School of General Studies, Course Convenors, and Course Review Committees will only be able to consider completed materials. If you have any questions about the course review process, please contact the Convenor of the appropriate Course Review Committee; he/she will be happy to answer any questions you might have and to help you design/write up your materials.
GENERAL STUDIES AGREEMENT FORM

Please complete and attach all materials for your General Studies Course Proposal Application to this form. If you have questions about the General Studies process or would like to discuss your course prior to submitting your Application, please contact the Convenor of the appropriate General Studies Course Review Committee. The completed application should be sent to the Dean of the School of General Studies.

If you design your own course, you will be asked to submit a Proposal Application. Refer to the document entitled “How to Propose a General Studies Course” for description of the course proposal process and guidelines for completing your Proposal Application.

If you propose to teach an existing course or a section of a course with multiple sections, it will suffice to submit a standard syllabus. However, if you propose to teach a course that is part of the College’s course inventory but may have fallen into disuse because a faculty member either departed or no longer teaches the course, please submit a complete Proposal Application as if the course were new.

Adjuncts of courses that are not part of multiple section offerings agree to meet with the apropos General Studies committee during the second year of a course offering to review their experience. This course review follows the course review process described in the document entitled “How to Propose a General Studies Course”; refer to that section for fuller explanation of the review process and procedures.

All faculty whose General Studies course is approved agree to attend one meeting of the apropos G-group every five years for the purpose of reviewing their course. A section of the document entitled “How to Propose a General Studies Course” describes the course review process; refer to that section for fuller explanation of the review process and procedures.

Finally, all instructors are advised that the approval of a General Studies course does not automatically insert such a course into an interdisciplinary minor no matter how suitable such inclusion may be. Decisions about faculty membership in the minor and about inclusion of courses in the curricula of minors are at the discretion of the program faculty of the minor.

Please sign this page and submit it together with your General Studies Course Proposal Application materials to the Dean of the School of General Studies.

_________________________________________  ____________________________
Carra Leah Hood                                     August 18, 2010
Signature                                              Date

Carra Leah Hood
Please print your name clearly here
# GENERAL STUDIES COURSE REVIEW FORM

*Attach Proposal Application Materials, including the General Studies Agreement form*

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Course Level (1XXX 2XXX 3XXX 4XXX 5XXX 6XXX)</th>
<th>Credits</th>
</tr>
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<tr>
<td>GEN</td>
<td>3000</td>
<td>4</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>X Lecture (1-5)</th>
<th>O Seminar (0-6)</th>
<th>O Tutorial (7)</th>
<th>O Independent study (8)</th>
<th>O Internship (9)</th>
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<tbody>
<tr>
<td>Carra Leah Hood</td>
<td>Writing</td>
<td>GENS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor Name</td>
<td>Program</td>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Studies: History, Theories, Pedagogies, and Practices

Complete Course Title: (30 characters maximum)

☐ Prerequisite: (List by Acronym & Number) Previous W1 course

☐ Corequisite: (List by Acronym & Number) 

☐ Crosslisted: (List by Acronym & Number)

CIP (Dept Discipline) Code: 2400  A list of codes to select can be found at [http://www.theideacenter.org/DisciplineCodes](http://www.theideacenter.org/DisciplineCodes).

Course Status:  X New  O Reviewed  O Adapted

**NOTE: All Subscript designations and/or W/Q approvals must be submitted through the appropriate Convenor.**

*Course Description must be approximately 45 words*

Please see attached.

Review Outcome:  Yes  O No

☐ ☐ Course meets guidelines for “G” category

☐ ☐ Course meets at least two GEN objectives (list numbers): 1 and 5

Course As A Whole Is:  ☐ Approved Unanimously  ☐ Disapproved With A Split Vote

☐ Approved With A Split Vote  ☐ Disapproved Unanimously

Subcommittee Members Present: __________________________

Recommendations: ____________________________________

____________________________________________________________________

Program Convenor: __________________________  Date: ________________

Dean of General Studies: __________________________  Date: ________________
Writing Studies: History, Theories, Pedagogies, and Practices
GEN 3000 level
Junior and senior students
W1
Prereq: previous W1 course

Course Description for Bulletin:
In this course, students will learn about the history of writing studies (nonfiction, creative, journalistic, academic) as well as major theories, pedagogies, and practices. In this course, they will also have the opportunity to design writing assignments and to practice various pedagogical strategies.
General Studies Course Proposal Application Form

Instructor’s Name: Carra Leah Hood

School: GENS

Program: Writing

Course Title (30 characters or less): Writing Studies: History, Theories, Pedagogies, and Practices

Prerequisite(s): Previous W1 course

Subscripts(s): ________________

Attribute(s): W1

General Studies Category: GENS __X__  GAH _____  GSS _____  GNM _____  GIS _____

Course Level: 1000 ____  2000 ____  3000__X__  4000 ____

CIP IDEA Discipline Code (see http://www.theideacenter.org/DisciplineCodes): 2400

General Studies objectives met by this course (at least 2): 1 and 5

________________________________________________________________________

________________________________________________________________________

Course Description (250-300 word explanation of the course, overall focus, and academic rationale):

Please see attached.

Course Proposal Narrative (explain the following in relation to the course you are proposing: new learning opportunities, interdisciplinary nature, and General Studies goals and objectives; refer to the document entitled “How to Propose a General Studies Course” for a fuller description of this section of your Proposal Application):

Please see attached.
Writing Studies: History, Theories, Pedagogies, and Practices

Course Description

Explanation:
In this course, students will study major theories and pedagogies in writing/composition studies. The course reading will expose students to the variety of ways in which writing has been described and analyzed so that they can understand how theorists and scholars think text is produced. This type of knowledge can be useful to student writers as they learn to appreciate their own writing practices, to education students planning on teaching writing in their K-12 classrooms, to students planning on academic careers where they will teach writing to undergraduate or graduate students, to students looking forward to working as creative or professional writers, to students planning on careers in publishing or media, to students interested in cognitive/linguistic/therapeutic/artistic aspects of writing, and to students curious about the ways in which writing communicates ideas and imagines worlds.

Focus:
This course is a writing course; that is, students will write regularly, engage in research, and practice writing process, including editing and revision. However, it is also a course about the field of writing/composition studies. Students at Stockton have taken a first year writing course, but they may not realize that the course they took was guided by theoretical and pedagogical scholarship specific to the work of writing/composition classrooms. This course aims to introduce them to the work comprising that field.

Rationale:
Writing is a mystery to some students, good writing quite magical to others. Students who hold views like these might not also believe that writing can be taught. This course offers students an overview of scholarship focused on the latter perspective. A central and shared presupposition of writing/composition studies is that writing can be taught and that teachability is directly correlated with pedagogy. The classroom represents a space of opportunity to many theorists where students can discover their writerly voices; to others, the classroom becomes a sort of lab experience where students can practice a variety of writing activities. Still other theorists approach teachability through civic engagement; in classrooms guided by this approach, students might perform service learning or research and write proposals addressing social needs. In other words, writing/composition studies offers those interested in teaching writing tools to shape successful writing classrooms and those interested in continuing to teach themselves to write, ideas for effecting their ongoing self-education.
Writing Studies: History, Theories, Pedagogies, and Practices
Course Proposal Narrative
New Learning Opportunities:
Students at Stockton take first year writing courses; however, they do not always know that research informs the pedagogy and design of assignments in those classes. This course offers interested students an opportunity to look at the teaching of writing and the practices of learning to write from the perspective of the academic field of writing/composition studies. It aims to bring together writing theory and pedagogy relevant to first year expository writing courses as well as to introductory creative writing courses, to writing across the academic disciplines courses, to journalism courses, and to individual personal writing composed outside of school and professional situations. As mentioned in the section titled Course Description, this course could appeal to students in many majors and with a variety of personal/career goals. It is an important addition to the Writing Minor, too, since there is no current course offering that examines the field of writing/composition studies or that presents students with the theoretical underpinnings of their skills/workshop courses.

Interdisciplinary Nature:
This course will draw on content from many disciplines and fields of study, including social sciences (i.e., studies of writing and cognition) and arts and humanities (i.e., studies of creativity). In addition, it will rely on writing/composition studies for pedagogical theories (related to the teaching of writing process, for instance, and the role of the teacher) and for materials related to audience, rhetoric, and writing and social/community engagement.

General Studies Objectives:
This course will primarily address the following two objectives:

• Objective 1: Commitment to lifelong learning
The rationale for this objective is explained in the sections titled Course Description and New Learning Opportunities.

• Objective 2: Ability to write and speak effectively and persuasively
The rationale for this objective is explained in the sections titled Course Description, New Learning Opportunities, and Interdisciplinary Nature.

This course fits the GEN category since it provides intermediate/advanced instruction in written communication skills, as explained in the sections titled Course Description and New Learning Opportunities. Consistent with other GEN courses, this one also aims to “help students better organize their knowledge and present it to others,” a shared objective of many writing courses. In particular, this course approaches the organization and presentation of knowledge through study of and reflection on pedagogical strategies and effective teaching contexts.
Writing Studies: History, Theories, Pedagogies, and Practices
Draft Course Syllabus

Course Readings:
The Norton Book of Composition Studies, edited by Susan Miller
NCTE, especially Read, Write,Think (http://www.readwritethink.org/)
College Composition and Communication (full issues can be viewed through library databases or on http://www.ncte.org/cccc/ccc and http://www.inventio.us/ccc/)
The Psychology of Creative Writing, by Scott Barry Kaufman and James C. Kaufman
PEW Project for Excellence in Journalism (http://www.journalism.org)
Pedagogy of Freedom: Ethics, Democracy, and Civic Courage, by Paulo Freire
OWL at Purdue (http://owl.english.purdue.edu)
2010 AP Stylebook, edited by Darrell Christian, Sally Jacobsen, and David Minthorn

Course Readings will also include selections from:
The Writing Teacher's Sourcebook, 3rd Edition, by Gary Tate, Edward P. J. Corbett, and Nancy Myers
Finding Our Way: A Writing Teacher's Sourcebook, by Wendy Bishop, Deborah Coxwell Teague
A Rhetoric for Writing Teachers, by Erika Lindemann
A Guide to Composition Pedagogies, edited by Gary Tate, Amy Rupiper, and Kurt Schick
What Is “College-Level” Writing, by Patrick Sullivan and Howard Tinberg
Going Bohemian: How to Teach Writing Like You Mean It, 2nd Edition, by Lawrence Baines and Anthony Kunkel
The Practice of Creative Writing: A Guide for Students, by Heather Sellers
A Life in School: What the Teacher Learned, by Jane P. Tompkins

And articles from:
College Composition and Communication
College English
Computers and Composition (http://www.bgsu.edu/cconline)
OJR: The Online Journalism Review (http://www.ojr.org)

Assignments:
Reading Response Journals (students will write responses to each of the course readings)
Personal Literacy Narrative: How Did You Learn How to Write?

Lessons:
Create and Present a Punctuation Lesson
Create and Present a Lesson on How to Do Research
Create and Present a Lesson on Metaphor or Dialogue

How to Show Not Tell?
Does Students’ Gender, Race, Ethnicity, Class, Sexual Orientation (Age, Academic Background, (Dis)Ability?) Matter?
Is the Computer an Asset or a Hindrance?
How Different Is News Writing from Academic and Creative Writing?

What Would You Use to Teach College Students in a First Year Writing Class? (students will design, annotate, and justify an original text as well as compose writing assignments)

Compose a resource on journalistic writing for the Stockton Writing Center website (the resource should be a “handout” similar to the types of handouts on the OWL at Purdue website)

Self-Reflection
Teaching Goals/Learning Objectives:
As a result of taking this course, students will be able to demonstrate increased:

- commitment to lifelong learning (a reflective essay at end of the course will be used to gauge this commitment)
- effective/persuasive writing and speaking (writing assignments will be assessed following an assessment plan for upper level writing classes)
- fluency with history, theories, and pedagogies of writing studies
- depth of critical thinking about course reading and writing, especially as relates to the relationship between theory and practice
- confidence that writers can teach and that writing can be taught

Semester Plan:
The course will begin with an overview of the history of writing/composition studies in American colleges and universities. Then, students will read about the major pedagogical approaches to the teaching of writing. This introduction will take two weeks.

Throughout the course, students will write responses to the reading; these will be due before each class meeting.

The first major writing assignment will be for each student to compose a literacy narrative – that is a personal story about learning to write. It’s important for students to recall those moments in a class like this; as they put their memories into words, students will rediscover what helped/did not help them do this really difficult learning. Students may find that learning to write and teaching writing don’t have much in common; they may also find that in some ways the two activities are inextricable, but in either case, documenting their experiences learning to write will help them to gauge the difference/similarities between learning and teaching. As will be the case with the other major writing projects, students will draft this narrative, get/give feedback on drafts during a peer review workshop, and revise the draft before handing it in for a grade.

Writing process is one of the most prominent writing/composition teaching strategies, so during the writing of the literacy narrative, students will read scholarship on the writing process movement and on writing process practices.

The next segment of the course will focus on teaching specific aspects of writing: punctuation, research, and figurative language. All three are considered quite difficult to teach; the class will read/discuss scholarship on pedagogical approaches to the teaching of these features. Then, students will create a lesson for each of these writing features, they will “teach” the class, and assess their effectiveness as teachers. In a reflective essay following students’ teaching experience, they will have an opportunity to discuss their thoughts about teaching and the ways in which they were helped/not helped by the scholarship.

Following those lessons, each student will write up answers to these questions. Some course reading will provide insights, but students will also have to do research to fully, and effectively, argue their points.

- How to Show Not Tell?
- Does Students’ Gender, Race, Ethnicity, Class, Sexual Orientation (Age, Academic Background, (Dis)Ability?) Matter?
- Is the Computer an Asset or a Hindrance?
- How Different Is News Writing from Academic and Creative Writing?

To answer the final question “What Would You Use to Teach College Students in a First Year Writing Class?” each student will design, annotate, and justify (using theory and scholarship that we have discussed in class) an original text as well as compose a number of writing assignments.
Each student will compose a resource on journalistic writing (for example: interviews, observations, op-eds, artistic/cultural reviews, news reports, in-depth/investigative news analyses) for the Stockton Writing Center website. The resource should be in the form of a “handout” similar to the types of handouts accessible on the OWL at Purdue website.

At the end of the course, each student will write a final self-reflection. In this reflection, students will describe/show their growth as writers and as future writing teachers and describe/show how they expect to use what they learned in this course in other courses or in non-school contexts. In addition, students will look back to their literacy narratives and reflect on their ideas about teaching writing then and now.