# graduate COMMITTEE curriculum PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page Scroll over blue text to see further [instructions](#1v1yuxt)

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| A.1. [Course or program](#gjdgxs) | EDC 540: Teaching of Writing: Practice and Inquiry | | | | |  |
| [Replacing](#3znysh7) | CURR/ENG 580: Summer Institute on Teaching Writing | | | | |
| A.2. [Proposal type](#2et92p0) | Course: revision | | | | |
| A.3. [Originator](#1t3h5sf) | Janet Johnson | | [Home department](#4d34og8) | | Department of Educational Studies | |
| A.4. [Rationale](#2s8eyo1)/Context | The purpose of this proposal is to create a new course EDC 540 Teaching of Writing: Practice and Inquiry which will replace the former CURR/ENG 580: Summer Institute on Teaching Writing Course. This course was offered as part of the Summer Institute when the Rhode Island Writing Project (RIWP) was originally housed at Rhode Island College. When the host institution changed, the course could no longer be offered. However, now that RIWP is back at RIC, we would like to offer this opportunity again. Many participants in previous RIWP Summer Institutes have asked about earning graduate credit.  This revised course enhances the elective offerings for teachers pursuing graduate study in the Advanced Studies in Teaching and Learning Program as well as other graduate programs in the FSEHD. The course will support teachers interested in enhancing their knowledge of progressive and critical writing and literacy theory and pedagogy. For teachers interested in creating authentic literacy experiences for their students, this course will support participants in   * developing or become reacquainted with their identities as writers, * understanding and applying theories and practices of process-based writing pedagogy, as well as * designing and implementing an action research project or writing-based unit plan.   This will be an intensive 3 week course offered during the summer, allowing participants to deeply engage in the content and experience. | | | | | |
| A.5. [Student impact](#19c6y18) | This course will provide space and support for students to learn about the theory and practice of teaching writing. It will provide students an opportunity to practice the inquiry and research skills they are learning in their ASTL core courses and allow them to apply that to unit design. | | | | | |
| A.6. Impact on other programs | This is an elective course, not a required course. It will expand the offerings for teachers pursuing graduate study and support teachers’ knowledge of literacy practices and pedagogical understandings. | | | | | |
| A.7. [Resource impact](#3tbugp1) | [*Faculty PT & FT*](#17dp8vu): | This course will be taught by a part-time faculty member in the Department of Educational Studies. | | | | |
| [*Library*:](#3rdcrjn) | The RIC library offers good collections of general education, education research, curriculum resources, textbooks, and technology to support students’ work for this course. Students taking this course will have access to print and online education materials available at RIC, URI and other HELIN and InRhode library collections.  No additional journals other than the ones presently available in the system are required. | | | | |
| [*Technology*](#26in1rg) | N/A | | | | |
| [*Facilities*](#lnxbz9): | This course requires a classroom. | | | | |
| A.8. [Semester effective](#28h4qwu) | Summer 2018 | A.9. Rationale if sooner than next fall | | This class has always been offered in the summer and will expand offerings for teachers pursuing graduate study who are trying to complete courses outside of the regular school year. | | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. | | | | | | |

B. [NEW OR REVISED COURSES](#nmf14n):

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|  | Old ([for revisions only](#37m2jsg) – list only information that is being revised) | New |
| B.1. [Course prefix and number](#1ksv4uv) | CURR/ENG 580 | EDC 540 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#44sinio) | Summer Institute on Teaching Writing | Teaching of Writing: Practice and Inquiry |
| B.4. [Course description](#2jxsxqh) |  | Students will renew their identities as writers and teachers of writing by learning and implementing progressive and critical theories and practices of teaching writing. |
| B.5. [Prerequisite(s)](#z337ya) |  | Graduate status, acceptance in the Rhode Island Writing Project (RIWP) Summer Institute, and consent of the RIC site director for the RIWP. |
| B.6. [Offered](#1mrcu09) | Summer II | Summer |
| B.7. [Contact hours](#1y810tw) |  | 45 (summer equivalent of 3 hrs/week during the fall or spring semesters) |
| B.8. [Credit hours](#4i7ojhp) |  | Three |
| B.9. [Justify differences if any](#2xcytpi) |  | |
| B.10. [Grading system](#46r0co2) |  | Letter Grade |
| B.11. [Instructional methods](#1ci93xb) |  | Seminar |
| B.12.[Categories](#3whwml4) |  | Free elective |
| B.13. [How will student performance be evaluated?](#2bn6wsx) |  | Class participation | Presentations | Papers |
| B.14. [Redundancy with, existing courses](#qsh70q) |  | N/A |
| B. 15. Other changes, if any |  | |

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| B.16**.** [**Course learning outcomes**](#3as4poj)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#1pxezwc)**, if relevant** | [**How will the outcome be measured?**](#49x2ik5) |
| Participants will learn how to foster student authorship by becoming reacquainted with their identities as writers. | RIPTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning  RIPTS 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self‐motivation. | -Daily journal entries  -Class Discussions  -2 published pieces (personal piece and professional piece) |
| Participants will understand the theory and practice of process-based writing pedagogy, including a focus on digital literacy and writing for social justice. | RIPTS 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.  RIPTS 5: Teachers create instructional opportunities to encourage all students’ development of critical thinking, problem solving, performance skills, and literacy across content areas. | -Class Discussions  -Digital Tool Exploration  -Best Practice Presentation  -Published Piece (professional piece) |
| Participants will understand the role of inquiry in the teaching of writing. | RIPTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.  RIPTS 11: Teachers maintain professional standards guided by legal and ethical principles | -Burning Question Project  -Action Research Project Design or Unit Plan |

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| B.17. [**Topical outline**](#2p2csry)**: Do NOT insert a full syllabus, only the topical outline** |
| Week 1: Building Community and our Identities as Writers   * Daily Journaling * Partner Interviews * Establishing Community Norms * Curriculum Ideology * Teaching for Social Justice Defined * Micro-Memoir   Week 2: The Role of Inquiry in Teaching Writing   * Daily Journaling * Digital Tool Blast * Exploring Inquiry Topic * Drafting of Personal and Professional Pieces * Partner Feedback * Reading YA Literature   Week 3: Sharing our Expertise   * Presenting Best Practice * Action Research Planning * Publishing Personal and Professional Pieces |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

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| Name | Position/affiliation | [Signature](#_111kx3o) | Date |
| Janet Johnson | Site Director of the RI Writing Project and Professor in Educational Studies |  |  |
| Brittany Richer | Program Director of ASTL |  |  |
| Lesley Bogad | Chair of Department of Educational Studies |  | Tab to add rows |
| Gerri August and Julie Horwitz | Interim Co-Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#2grqrue): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#3fwokq0) | Date |
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