

# Course Proposals

List of all proposals

Course Name: Wasatch Range Writing Project Advanced Institute

Course Prefix: MENG

Course Number: 6231

Submitted by (Name & E-Mail): Gary Dohrer, gdohrer@weber.edu

Current Date: 10/16/2013

College: Arts & Humanities

Department: English

From Term: Fall 2013

Substantive

new Current Course Subject N/A  
Current Course Number

Variable Course Number

## New/Revised Course Information:

Subject: MENG

Course Number: 6231

Check all that apply:

*This is for courses already approved for gen ed.*

*Use a different form for proposing a new gen ed designation.*

DV  CA  HU  LS  PS  SS  
 EN  AI  QL  TA  TB  TC  TD  TE

Course Title: Wasatch Range Writing Project Advanced Institute

Abbreviated Course Title: WRWP Advanced Institute

Course Type: LEC

Credit Hours: or if variable hours: 1 to 6

Contact Hours: Lecture X Lab Other

Repeat Information: Limit 6 Max Hrs 18

Grading Mode: standard

This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

Prerequisites/Co-requisites:

MENG 6230, six hours

Course description (exactly as it will appear in the catalog, including prerequisites):

This is a variable topics variable title course designed for Wasatch Range Writing Project Teacher Consultants, teachers who have taken the WRWP Summer Institute and work with WRWP providing professional development to local school districts. It allows those teachers to increase their effectiveness as teachers, add to their

expertise for work with inservice teachers and research possible solutions to literacy issues facing elementary and secondary education in our region. Course titles may include: Developing Utah State Core Standards Workshops, Digital Writing, Developing Argument Writing Across the disciplines. Only six hours can be used for meeting elective requirements in the MENG program. prerequisite, six hours credit in MENG 6230

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

The Wasatch Range Writing Project provides professional development to teachers, schools and districts in the surrounding area. Area teachers who have taken MENG 6230, The Wasatch Range Summer Institute, are trained to contribute in significant ways to our inservice workshops, through facilitating open workshops, demonstrating model lessons, developing curriculum, researching the effectiveness of our workshops, etc. MENG 6231 would help these teachers update their expertise and allow them to explore current issues they face in their classrooms and schools.

Currently, local schools are struggling with implementation of the Utah Core Standards. Of special significance is the need for content area teachers in Math, Science, Social Studies, Art, etc. to receive training because they are now held accountable for literacy instruction by the core. Three years ago, this was not an issue for the schools, nor will it be in three or four years when teacher preparation programs make adjustments to provide the training necessary to meet the needs of the Utah Common Core. The WRWP advanced institute will allow teachers and the Writing Project to adjust to the constantly changing needs in both their own individual classrooms and the needs of the districts in general. As issues come up in districts, WRWP can use the advanced institute to research and develop expertise, credibility and capacity to significantly support literacy instruction in Utah.

Strict adherence to the National Writing Project model will insure continued academic rigor and relevance. The model advocates first and foremost teachers teaching teachers. In other words, these teachers will be involved in research and dissemination of that research on a level that is appropriate for graduate work as they develop curriculum for their classes and for the professional development offered by WRWP. The second leg of the NWP model is that this work is informed by the latest research and theory in the field, so a significant part of each institute will involve reading and exploring the work of leading scholars in the field of

literacy and, especially, literacy across the curriculum. The third leg of the model

is based on the notion that to effectively teach writing, you must be consistently involved in writing yourself. Consistent with this idea, each institute will devote time for the teachers to develop their own writing skills and understand their own literacy processes. The teachers will be involved with their own primary research and will become thoroughly acquainted with the current research in the field. In short, this course will allow teachers to maintain and advance their skills and knowledge to work effectively in their own classrooms and to meet ever-changing demands in elementary and secondary classrooms. It will enable WRWP to meet the changing professional development needs of the local districts and to maintain its efficacy as a force for improving literacy instruction in Utah.

To allow the flexibility to develop a variety of topics for exploration and to allow teachers who may be involved with the Wasatch Range Writing Project for a number of years, this course has been designed as a variable topic, variable title course.

**INFORMATION PAGE**  
for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No, this is the only course that would allow the flexibility to adjust to the needs of the teachers and allow WRWP to increase its expertise and capacity for professional development.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

I have contacted Peggy Saunders, Director of the Masters of Education program to see if she perceived any overlap with her program or if she had any concerns. She indicated that she had no concerns about the course we are proposing. See email attached.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).**

**Please mail a signed approval page to the Faculty Senate Office, MA 210J, MC 1003.**

Wasatch Range Writing Project Advanced Institute  
MENG 6231 (five credit hrs.)  
(sample syllabus)

Mon-Friday, 8:30 AM-3:00 PM  
Dr. Gary Dohrer  
801-626-7318

June 9-27  
gdohrer@weber.edu  
office EH 462

**Course description:** This workshop has been designed for three central purposes. First, we will study and learn to implement the National Writing Project Model by planning a one-week open workshop for elementary and secondary teachers. Second, we will investigate the use of film as a strategy to teach writing and content knowledge in all disciplines. We will work with SHIFT (Spy Hop Institute For Teachers) to meet this goal. Third, we will develop and demonstrate model lessons to use in future professional development activities for Northern Utah schools and districts.

**Course objectives:**

By the end of this course students will be able to:

Design and facilitate a one-week open workshop based on NWP model,

Use film as a strategy for teaching writing in their own classrooms,

Develop cross-disciplinary demonstration lessons for use in professional development activities,

Be able to lead a group in processing demonstration lessons,

Provide effective feedback to writers on their writing.

**Learning Outcomes:** The MENG Program is dedicated to helping students master the following outcomes.

Learning Outcome 1: Gather, analyze, and communicate information effectively as well as think creatively and critically.

Learning Outcome 2: Cultivated skills in close reading, critical thinking, logical argument from evidence presented, creative expression, and persuasive writing.

Learning Outcome 3: Apply various theoretical perspectives and literary terminology to interpretations of literary texts to showcase an understanding of theoretical perspectives.

Learning Outcome 4: Acknowledge and articulate the significance of key primary text(s) in one specific literary genre, period, culture or style.

Learning Outcome 5: Demonstrate knowledge of an interaction with current scholarly criticism.

Learning Outcome 6: Ability to employ academic conventions and protocols for written or multimodal presentations, including the application of appropriate conventions, citation formats and style manuals.

This course will specifically focus on Outcomes: LO1, LO2, LO6.

**Primary texts:**

James Gray, *Teachers at the Center: A Memoir of the Early Years of the National Writing Project*, 2000

Carl Nagin, *Because Writing Matters: Improving Writing in our Schools*, 2003

**Secondary Texts:**

Carol Booth Olsen, *The Reading, Writing Connection*, 2010

Mary Warner, Jonathan Lovell, *Teaching Writing Grades 7-12 in an Era of Assessment*, 2014

**Resource Texts:**

William Strong, *Coaching Writing In Content Areas: Write for Insight Strategies, Grades 6-12*, 2011

Deborah Dean, *Strategic Writing*, 2006

Ann Lieberman, Diane Wood, *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching*. 2003

George Hillocks, *Teaching Argument Writing, Grades 6-12*, 2011

**Assignments:**

**Workshop plan:** Each teacher will work with a group of fellow teachers to generate a plan and syllabus for a one-week workshop as offered by WRWP. The plan will include: outcomes for the workshop, Utah Core Standards addressed, Texts selected, presenters selected, demonstration lessons to be presented, tentative schedule for the week and assessments of the outcomes. LO1, LO2, LO6

**Film:** During the second week, each teacher will produce a short film to the specifications of the SHIFT curriculum. LO1, LO2, LO6

**Demonstration Lessons:** Each teacher will develop and present a demonstration lesson to the group. This lesson will be on a writing concept that can be used across the curriculum. These demonstration lessons will be taught to the group as if we were the class the lesson was intended for. We will then process the lessons and discuss ways to

adapt the lesson to various disciplines and grade levels. Each lesson should include the Utah Core Standards addressed by the lesson. LO1, LO2, LO6

**Personal Writing:** Each teacher will develop and implement a writing project during the three weeks of the workshop. This project will be one of interest of the teacher and will be shared with a response group, published in a class anthology and presented to the rest of the workshop group at the end of the course. LO1, LO2, LO6.

**Attendance:** Your attendance is crucial to your success in this course as well as the success of your fellow students. As you can see from the syllabus, the course requires a great deal of collaborative work and any absents place an unfair burden on your collaborators. Missing one day will be considered reasonable if you make arrangements with your group to do the work for which you are responsible. Missing more will impact your grade and if you find you must miss more than three classes, you will be asked to drop the class.

<b>Grades:</b>	Workshop plan	30%
	Film	25%
	Demonstration Lessons	20%
	Personal Writing	15%
	Attendance	10%

#### **Tentative Schedule:**

Week one: Read and discuss *Teacher at the Center* and *Because Writing Matter*,  
genre studies,  
generate writing project,  
meet with group and develop week-long workshop plan,  
meet with response group and provide initial writing feedback,

Week two: SHIFT curriculum:  
story structure,  
visual story telling,  
cinematography,  
story boarding,  
camera use and management,  
creating media,  
editing, exporting,  
genre of film-making,  
ties to Utah State Core Standards.

Week three: Have *Reading Writing Connection* read, discuss: what makes a good demonstration, how to process a workshop demonstration, how to tie demonstrations to Utah State Core Standards, present demonstrations to group, finalize writing project, identify demonstrations for week-long workshop, read personal writing to group

While diverse viewpoints and opinions are welcome in this class, in expressing them we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions when appropriate, I expect you to do so in a manner that is respectful towards others, even when you disagree with them. Use of cell phone or other electronic devices during class is inappropriate and disrespectful to all; keep all such devices OFF while in class.

**Plagiarism:** All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please ask if you have any questions about how to accurately cite sources. Any plagiarism is an act of academic dishonesty and a violation of University standards and Student Code of Conduct. It could result in failure of the course, a hearing before the Dean of Students, and therefore, could have serious implications for your academic career.

**Students with Disabilities:** Any student requiring accommodations or services due to a disability must contact Services for Students (SSD) in Student Services Center #181. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

**Core Beliefs:** According to PPM 6-22 IV, students are to “[d]etermine, before the last day to drop courses without penalty when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

**Emergency Closure:** If for any reason the university is forced to close for an extended period of time (school closure due to weather, widespread health dangers, etc.), you will receive an instructor's email designating any changes in assignment due dates or other course adjustments. You are responsible for checking your wildcat email.