Document N: Course and Program Development:
IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL:  
- LAW  
- MSB  
- CAS  
- CPA  

CONTACT NAME: Fiona Glade  
PHONE: 410 837 5914  

DEPARTMENT/DIVISION: Writing Program, CAS  
DATE PREPARED: 4/21/14

PROPOSED SEMESTER OF IMPLEMENTATION:  
- fall  
- spring  
YEAR: 2014

TYPE OF ACTION:  
- add (new)  
- deactivate  
- modify  
- other

LEVEL OF ACTION:  
- noncredit  
- undergraduate  
- graduate  
- other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

**COURSE ACTIONS**  

Original Subject Code/Course Number: WRIT 100  
Original Course Title: Reading and Writing Processes for College Composition

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (Fewer than 24 credits)</td>
</tr>
<tr>
<td>3. Course Credits</td>
<td>11b. Master's Specialization (Fewer than 12 credits)</td>
</tr>
<tr>
<td>4. Course Number</td>
<td>11c. Doctoral Specialization (Fewer than 18 credits)</td>
</tr>
<tr>
<td>5. Course Level</td>
<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
<td>14. Program Suspension</td>
</tr>
<tr>
<td>8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>✓ 9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>22. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
</tbody>
</table>

17. Off-Campus Delivery of Existing Programs  
18a. Undergraduate Concentration (24 or more credits)  
18b. Master's Concentration (12 or more credits)  
18c. Doctoral Concentration (18 or more credits)  
19. Program Title Change  
20. Program Termination  
21. New Degree Program  
22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

- summary proposal (Q)  
- course definition document (P)  
- full five-page MHEC proposal (Q)

- financial tables (MHEC) (R)  
- other documents as may be required by MHEC/USM (S)  
- other (T)
### IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
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<td>□ no impact</td>
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<td>b. OTS</td>
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<td>c. University Relations</td>
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<td>d. Admissions</td>
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</table>

### APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
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</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td></td>
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<tr>
<td>D. Dean</td>
<td></td>
<td>5/20/14</td>
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<tr>
<td>E. University Faculty Senate (Chair)</td>
<td></td>
<td>5/21/14</td>
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<tr>
<td>F. University Council (Chair)¹</td>
<td></td>
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<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td></td>
<td>5/26/14</td>
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<tr>
<td>H. President</td>
<td></td>
<td></td>
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<tr>
<td>I. Board of Regents (notification only)</td>
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<tr>
<td>J. Board of Regents (approval)</td>
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<td></td>
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<tr>
<td>K. MHEC (notification only)</td>
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<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University's mission is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

¹ University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW MSB CAS CPA

CONTACT NAME: Fiona Glade PHONE: 410 837 5914

DEPARTMENT/DIVISION: Writing Program, CAS

DATE PREPARED: 4/21/14

PROPOSED SEMESTER OF IMPLEMENTATION: fall spring YEAR: 2014

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

☐ COURSE ACTIONS

Original Subject Code/Course Number: WRIT 100

Original Course Title: Reading and Writing Processes for College Composition

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

1. Experimental Course 10. Program Requirements
2. Course Title 11a. Undergraduate Specialization (Fewer than 24 credits)
3. Course Credits 11b. Master's Specialization (Fewer than 12 credits)
4. Course Number 11c. Doctoral Specialization (Fewer than 18 credits)
5. Course Level 12. Minor (add or delete)
6. Pre- and Co-Requisite 13. Closed Site Program
7. Course Description 14. Program Suspension
8. New Course 15. Program Reactivation
9. Deactivate Course 16a. Certificate Program (UG/G) exclusively within existing degree program
10. Other

For changes to existing courses:

<table>
<thead>
<tr>
<th>OLD TITLE</th>
<th>SUBJECT CODE/COURSE NO.</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW TITLE</td>
<td>SUBJECT CODE/COURSE NO.</td>
<td>CREDITS</td>
</tr>
</tbody>
</table>
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

We propose the creation of the course WRIT 100: Reading and Writing Processes for College Composition

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

At the UB Foundational Studies Retreat in November 2013, the assembled campus leaders, including faculty, staff, and administrators, concluded that foundational work in reading and writing which prepares students for lower-division assignments across the curriculum and articulates smoothly with upper-division curriculum should be credit bearing. This proposed new course, WRIT 100, meets this charge. The rationale for this course is based on the following points:

--It supports a multidimensional, strategic curricular approach to coursework that is credit-bearing, replacing a deficit-based, pre-baccalaureate curriculum approach which is time- and revenue-intensive.

--It provides an improved curricular structure in which course outcomes and materials which are based on state requirements and national best practices are clearly sequenced and consistent across multiple sections (horizontally).

--It supports an improved vertical curricular structure from course level to course level, allowing for transparent, ongoing connections between instruction and assessment.

--It fosters student success by incorporating a clear point of assessment for student learning outcomes and for program outcomes using proven best practices in assessment: portfolio. Every student will submit a culminating portfolio, which will be scored—using a rubric based on common outcomes—by a trained panel of faculty.
1. **DATE PREPARED**

4/21/2014

2. **PREPARED BY**

Fiona Glade

3. **DEPARTMENT/DIVISION**

Writing Program/CAS

4. **COURSE NUMBER(S) with SUBJECT CODE(S)**

WRIT 100

5. **COURSE TITLE**

Reading and Writing Processes for College Composition

6. **CREDIT HOURS**

3

7. **CATALOG DESCRIPTION**

Corequisite study with WRIT 101 to help students use reading, writing, discussion and research for discovery, intellectual curiosity and personal academic growth. Students work in collaborative groups to share, critique and revise their reading and writing. They compose a variety of documents for a range of academic audiences; develop a metacognitive understanding of their reading, writing and thinking processes; and improve their college-level reading and writing skills as they learn to adopt and adapt recursive writing processes.

8. **PREREQUISITES**

Directed Self Placement

9. **COURSE PURPOSE** (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Students who need extra help in order to succeed in college-level reading and writing will take this course as a co-requisite with the required WRIT 101. The WRIT 100 credits will count as elective credit toward graduation.

10. **GENERAL EDUCATION AREA** (if applicable; e.g., social sciences, humanities, mathematics, etc.)
11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)

Lecture

12. FACULTY QUALIFIED TO TEACH COURSE

Writing Program Director and Coordinator, SCD regular and adjunct faculty, Writing Program GTAs.

13. CONTENT OUTLINE

Students will practice drafting, revising, giving and getting feedback, and editing formal academic genres such as essays, annotated bibliographies, research papers, analytical reports, and literacy narratives. Students will also complete a series of informal documents such as reading responses, research journals, and revision logs. At the end of the semester, students will collect, select, and reflect on their work in a Course Portfolio.

14. LEARNING GOALS

Learning outcomes:

Students will read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres.

Students will engage in processes for reading, writing, research, and discovery.

Students will demonstrate a metacognitive understanding of recursive reading, writing, and thinking processes.

Students will engage in reading and writing as social processes.

Students will apply textual conventions appropriately to their writing tasks.

15. ASSESSMENT STRATEGIES

Students will earn a letter grade based on the following types of assignments:

- Reading response journals (10 @ 10pts) 100
- Formal paper drafts (4 @ 50pts) 200
- Contributions to Writers' Workshops with drafts 200
- Revision exercises 100
- Editing presentation 100
- Participation 100
- Final Course Portfolio 200

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Representative required textbooks include:

Title: A Writer's Reference, Sixth Edition

Summer 2010
17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

12

19. LAB FEES (if applicable)
UFS Report, Update

On Tuesday, Jan 28, 2014 a meeting was held involving Provost Joe Wood, Dean Laura Bryan, and UFS President Dan Gerlowski. The intent of the meeting was to ensure a shared understanding of the governance pathway for the various aspects of the math and writing foundational work being done by faculty, primarily in CAS, but involving other schools as well.

An exact timeline of all the changes is not known at this time as the various committees and groups at work are more concerned with getting it right instead of getting it quick. "Getting it right" means that the placement processes for both math and writing clearly indicate skills needed by students for success in the credit bearing courses.

Our shared understanding is as follows.

1. The proposed changes to the placement processes will flow from CAS to the APC for recommendation for approval to the UFS.
   a. During the Spring 2014 Semester, CAS will bring to the APC (via their representative)
      i. an introduction or expository of the math and writing placement processes and ask that the APC endorse and encourage the UFS to endorse a pilot program of these placement processes – determining length and duration of pilot and comparability to existing placement processes.
      ii. The principle of replacing the linear, pre-requisite, sequential current structure of developmental math and writing with a concurrent approach using supplemental instruction and other simultaneous teaching methods. We hope that the APC will encourage the UFS go vote its approval on this concept and practice.
      iii. After the pilot program leads to further refinement in response to assessment of the practice, the CAS reps will bring the final process to the APC for approval.

2. The "variable credit" portions of the for-credit math and for-credit writing courses become part of the prerequisite structure for the individual math and writing credit bearing courses. Approval of these components is required only from CAS.

3. The changes in the for-credit math and for-credit writing courses are not likely to considered "new courses" instead they are likely to be considered "revised courses." Revised courses would require CAS approval as well as re-certification by the General Education Council – not routinely a matter for the UFS. The re-certification for the courses may be given initially, but should include the "variable credit components" when they are known as well. The General Education Council will need to determine if these variable credits are considered "General Education" credits at UB, and if so where they belong in our architecture.

4. All programs at UB must be kept abreast of changes in the general education MATH and WRIT courses since these courses are used as foundational knowledge within each of our majors. The UFS will help this effort along and will likely strongly encourage the schools to communicate their concerns to APC, GEC and CAS.
Builds on skills developed in WRIT 101, focusing on research, analysis, reflection and writing about the kinds of documents produced in academic and professional disciplines. Students produce a range of documents, such as informal reading responses, rhetorical analyses and an extended research project for inclusion in a course portfolio. Emphasizes a process approach to writing projects. \textit{prerequisite: successful completion of WRIT 101 or its equivalent, a qualifying score on the writing placement exam or successful completion of WRIT 200}